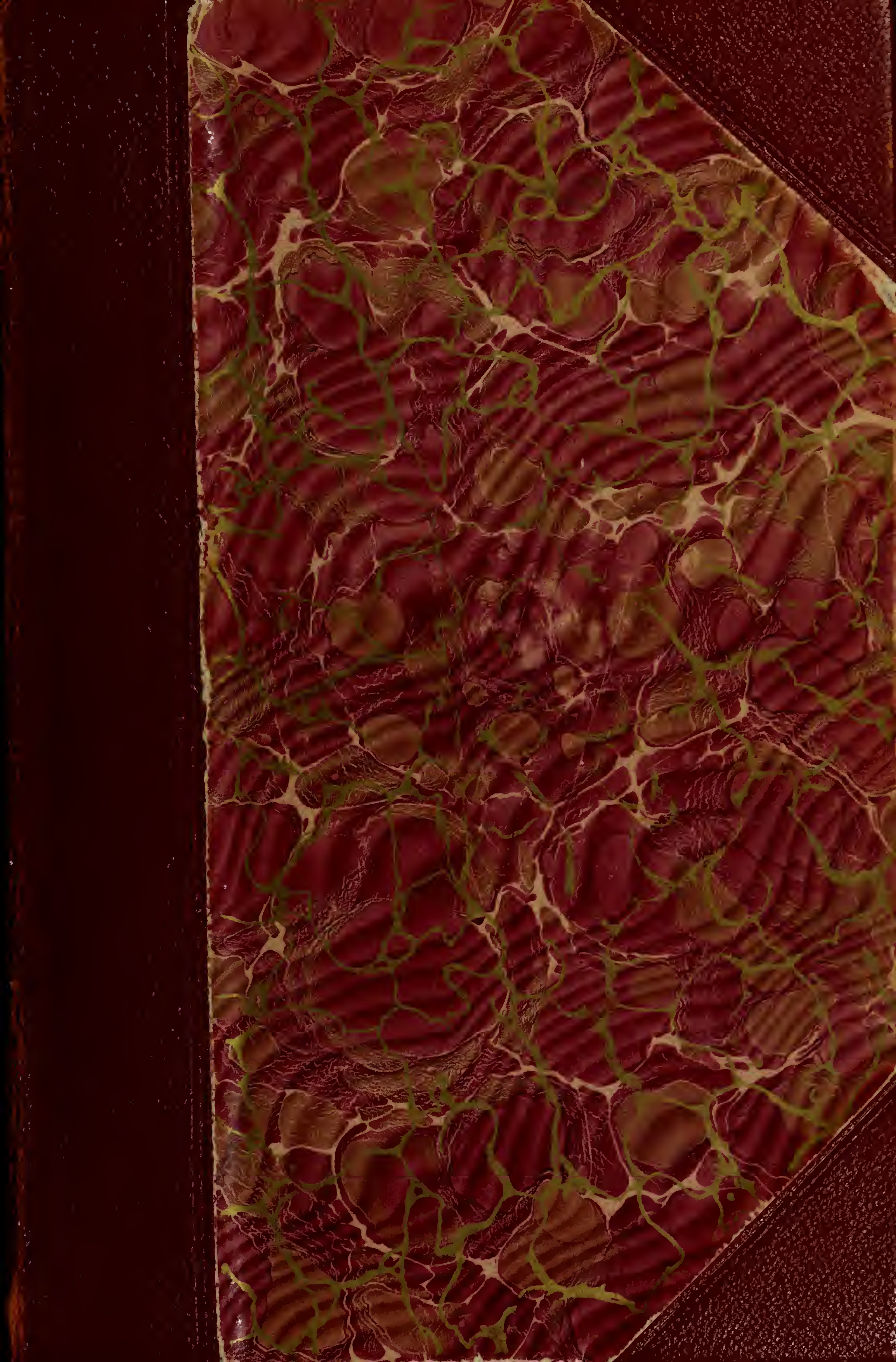

The Presidents' Gateway

BOWDOIN COLLEGE BULLETIN

Number 350

CATALOGUE FOR THE
Sessions of 1963-1964

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September 1963
BRUNSWICK, MAINE

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Bowdoin College Bulletin

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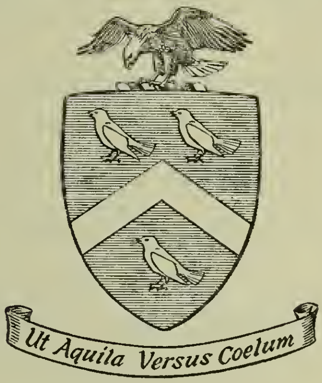

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CONTENTS

COLLEGE CALENDAR ix
BOWDOIN COLLEGE, 1794-1963: AN HISTORICAL SKETCH 1
  I. THE FOUNDING OF THE COLLEGE, 1794-1802 1
  II. THE EARLY YEARS, 1802-1839 3
  III. THE MIDDLE YEARS, 1839-1885 7
  IV. THE MODERN COLLEGE, 1885-1963 11
  V. THE PRESENT SITUATION 15
BOWDOIN: A LIBERAL COLLEGE 18
OFFICERS OF GOVERNMENT 21
OFFICERS OF INSTRUCTION 26
OFFICERS OF ADMINISTRATION 36
COLLEGE CAMPUS AND BUILDINGS 39
GENERAL INFORMATION 50
ADMISSION TO THE COLLEGE 53
SCHOLARSHIPS, LOANS, AND FINANCIAL AID 60
THE CURRICULUM 79
COURSES OF INSTRUCTION 94
RESERVE OFFICERS' TRAINING CORPS 157

THE LIBRARY 160

THE FINE ARTS 167

  MUSEUM OF ART AND COLLECTIONS 167

  DRAMA AND STAGECRAFT 168

  MUSIC 169

  PRINTING AND TYPOGRAPHY 171

THE BUREAU FOR RESEARCH IN MUNICIPAL GOVERNMENT 172

BOWDOIN CENTER FOR EDUCATION IN POLITICS 173

THE BOWDOIN SCIENTIFIC STATION 175

THE CENTER FOR ECONOMIC RESEARCH 176

LECTURESHIPS AND INSTITUTES 177

STUDENT LIFE AND ACTIVITIES 184

PLACEMENT BUREAU 191

PRIZES AND DISTINCTIONS 193

DEGREES CONFERRED IN AUGUST, 1962 207

DEGREES CONFERRED IN JUNE, 1963 208

APPOINTMENTS, PRIZES, AND AWARDS 211

ALUMNI ORGANIZATIONS 223

INDEX 230

ILLUSTRATIONS

The Presidents' Gateway *Front Cover*
Air View of Campus *Frontispiece*
The Honorable James Bowdoin (1726-1790) *facing* xii
Massachusetts Hall 1
Map of Campus 39
Model of Senior Center 48
Major Meeting in Barn Chamber 49
James Bowdoin Day Convocation 49
The Bowdoin Gallery of Colonial Portraits 64
Interfraternity Debate for the Mitchell Trophy 64
Undergraduate Research Projects in Chemistry 65
Shakespeare on the Campus 80
A Student-Written Play 80
Tutorial Conference in English 81
Foreign Students at Bowdoin 81
The ROTC at Bowdoin 96
The Class of 1924 Radio Station 97
Institute Conference 97
Language Laboratory 112
Lecture in Chemistry 112
Athletics at Bowdoin (I) 113
The President as a Classroom Teacher 128
Walking to Morning Chapel 129
Athletics at Bowdoin (II) 144
Action in the Arena 145
Indoor Track Meet 145
Placement Interview 160
Music at Bowdoin 160
Bird Banding on Kent Island 161
The Arctic Museum 161

1963

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COLLEGE CALENDAR

1963-1964

1963

September 17, *Tuesday.* Rooms ready for occupancy by upperclassmen for the Fall Semester.

September 20, *Friday.* Rooms ready for occupancy by freshmen for the Fall Semester.

September 23, *Monday.* Fall Semester of the 162nd academic year begins at 8:00 A.M. All students required to be in residence. Registration.

September 24, *Tuesday.* Registration. First chapel exercises at 11:30 A.M. in the First Parish Church.

September 25, *Wednesday.* First classes.

October 4, *Friday.* James Bowdoin Day.

October 5, *Saturday.* Parents' Day.

October 8, *Tuesday.* Evening major meetings.

October 22, *Tuesday.* Evening major meetings.

October 23, *Wednesday.* Freshman review.

October 26, *Saturday.* Alumni Day. A holiday.

November 4, *Monday.* Achorn Prize Debate.

November 5, *Tuesday.* Evening major meetings.

November 8, 9, *Friday, Saturday.* Fall play.

November 18, *Monday.* Fairbanks Prize Speaking.

November 19, *Tuesday.* Evening major meetings.

November 21, *Thursday.* Stanley Plummer Prize Speaking.

November 25, *Monday.* Midsemester review of classes.

November 27, *Wednesday.* Thanksgiving recess begins, 12:00 noon.

December 2, *Monday.* Thanksgiving recess ends, 8:00 A.M.

December 2, *Monday.* Last day for filing applications for scholarship aid during the Spring Semester.

December 2, *Monday*. Class of 1868 Prize Speaking.

December 3, *Tuesday*. Evening major meetings.

December 7, *Saturday*. Bowdoin Interscholastic Debate Tournament.

December 9, *Monday*. Alexander Prize Declamation Contest.

December 17, *Tuesday*. Christmas vacation begins, 12:00 noon.

1964

January 3, *Friday*. Christmas vacation ends, 8:00 A.M.

January 7, *Tuesday*. Evening major meetings.

January 22-*February* 1, *Wednesday-Saturday*. Review period and examinations of the Fall Semester.

February 1, *Saturday*. Stated Winter meetings of the Governing Boards.

February 5, *Wednesday*. Spring Semester begins, 8:00 A.M.

February 10, *Monday*. Meeting of the Phi Beta Kappa, Alpha of Maine.

February 11, *Tuesday*. Evening major meetings.

February 13, *Thursday*. Winter Houseparty play.

February 15, *Saturday*. Winter Houseparty. A holiday.

February 15, *Saturday*. Winter Houseparty play.

February 24, *Monday*. Bradbury Prize Debate.

February 25, *Tuesday*. Evening major meetings.

March 2, *Monday*. State of Maine Scholarship examinations.

March 10, *Tuesday*. Evening major meetings.

March 20, *Friday*. Student-Written One-Act Play Contest.

March 24, *Tuesday*. Evening major meetings.

March 27, *Friday*. Spring vacation begins, 12:00 noon.

April 6, *Monday*. Midsemester review of classes.

April 7, *Tuesday*. Spring vacation ends, 8:00 A.M.

April 7, *Tuesday*. Last day for filing applications for scholarship aid for the academic year, 1964-1965.

April 11, *Saturday.* Finals for the State of Maine High School One-Act Play Contest.

April 14, *Tuesday.* Evening major meetings.

April 25, *Saturday.* Last day for submitting manuscripts for the Pray Essay Prize in English, the Rickard Poetry Prize, and the Hawthorne Short-story Prize.

April 28, *Tuesday.* Evening major meetings.

May 8, *Friday.* Competition for the Brown Prizes in Extemporaneous Composition.

May 13, *Wednesday.* Ivy play.

May 16, *Saturday.* Ivy Day. A holiday.

May 16, *Saturday.* Ivy play.

May 18, *Monday.* Last day for filing applications for all graduate scholarships.

May 23, *Saturday.* Last day of classes of the Spring Semester.

May 23, *Saturday.* Last day for submitting manuscripts for the Bennett and Piper Prizes in Government and the Class of 1875 Prize in American History.

May 25-*June* 9, *Monday-Tuesday.* Review period and examinations of the Spring Semester.

May 27-28, *Wednesday-Thursday.* Written major examinations for Seniors.

May 29-30, *Friday-Saturday.* Oral major examinations for Seniors.

June 7, *Sunday.* Baccalaureate Address in the First Parish Church.

June 11, *Thursday.* Stated meetings of the Governing Boards.

June 12, *Friday.* Commissioning Exercises of the United States Army Reserve, Walker Art Building terrace, 11:00 A.M.

June 12, *Friday.* Commencement play presented by the Masque and Gown. Pickard Theater in Memorial Hall.

June 13, *Saturday.* The 159th Commencement Exercises in the First Parish Church, 10:00 A.M.

September 15, *Tuesday.* Rooms ready for occupancy by upperclassmen for the Fall Semester.

September 18, *Friday*. Rooms ready for occupancy by freshmen for the Fall Semester.

September 21, *Monday*. Fall Semester of the 163rd academic year begins at 8:00 A.M. All students required to be in residence. Registration.

September 22, *Tuesday*. Registration. First chapel exercises at 11:30 A.M. in the First Parish Church.

September 23, *Wednesday*. First classes.

October 17, *Saturday*. Alumni Day. A holiday.

November 25, *Wednesday*. Thanksgiving recess begins, 12:00 noon.

November 30, *Monday*. Thanksgiving recess ends, 8:00 A.M.

December 18, *Friday*. Christmas vacation begins, 12:00 noon.

1965

January 4, *Monday*. Christmas vacation ends, 8:00 A.M.

January 20-*January* 30, *Wednesday-Saturday*. Review period and examinations of the Fall Semester.

February 3, *Wednesday*. Spring Semester begins.

March 26, *Friday*. Spring vacation begins, 12:00 noon.

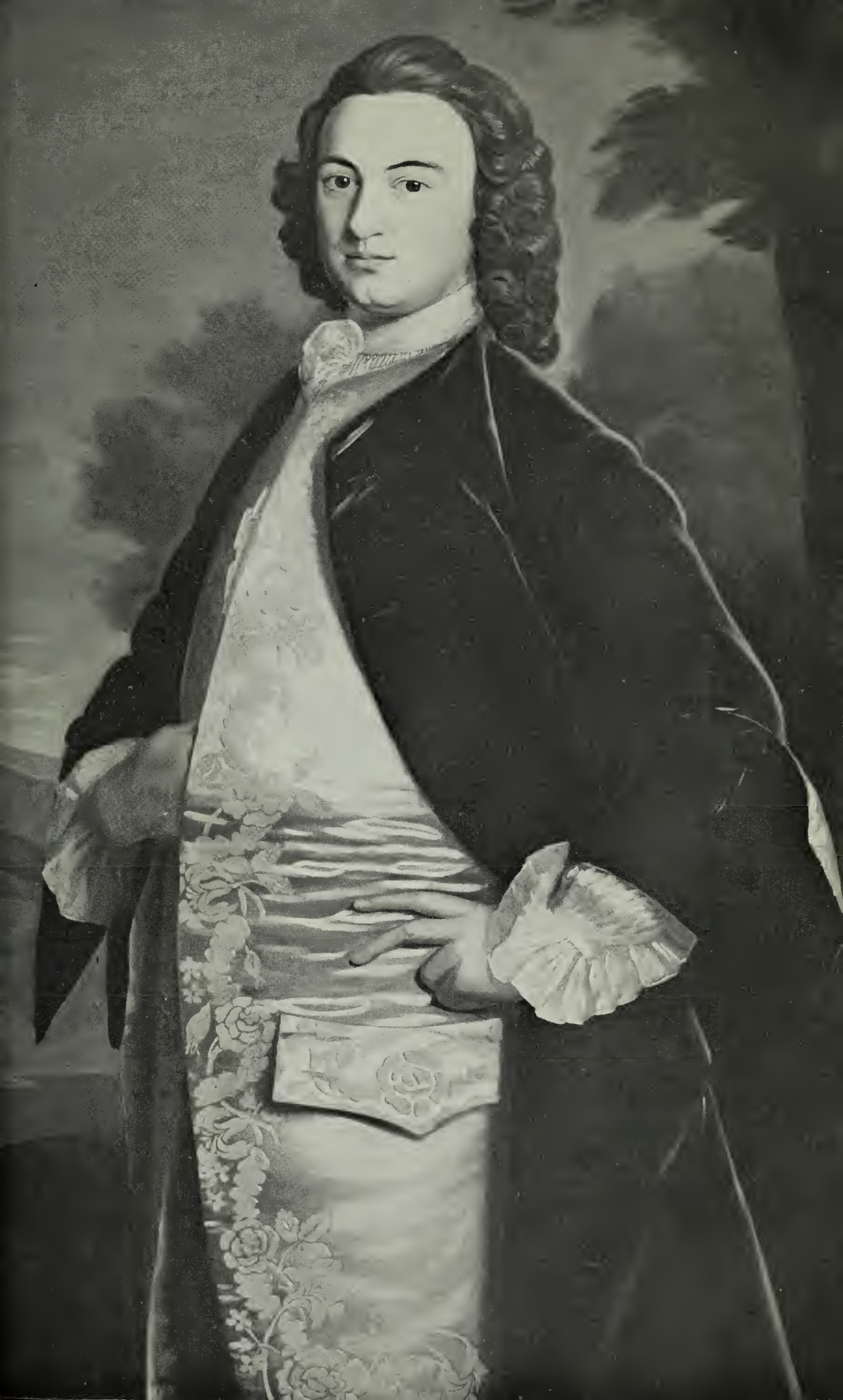
April 6, *Tuesday*. Spring vacation ends, 8:00 A.M.

May 15, *Saturday*. Ivy Day. A holiday.

May 24-*June* 8, *Monday-Tuesday*. Review period and examinations of the Spring Semester.

June 12, *Saturday*. The 160th Commencement Exercises.

The Honorable James Bowdoin (1726-1790), *colonial governor of Massachusetts, for whom the College was named. The portrait by Robert Feke is part of a distinguished collection of colonial portraits in the Walker Art Building.* →



MASSACHUSETTS HALL

Bowdoin College, 1794-1963: an Historical Sketch

THE history of Bowdoin College, which is nearly coextensive with that of the Republic, has its full share of stirring and picturesque episodes but, with perhaps one exception, is free from those dramatic crises which offer a ready means of division into "periods." Contemplating the development of the tiny seminary of learning which opened its single narrow door to students in 1802 into the vigorous and firmly established college of today, with its multifarious activity, one is impressed by the gradualness of the transformation, the continuity underlying change. One contributing factor has been the relatively long terms of the administrators; in the one hundred and sixty-one years of its active history, Bowdoin has had but nine presidents. The terms of Presidents Hyde and Sills alone span sixty-seven years. It is, then, largely for reasons of convenience that we may mark off four periods: the first from 1794, the year of incorporation, to 1802, covering the founding of the College; the second from 1802, the year the College opened, to 1839, extending through the terms of Presidents McKeen, Appleton, and Allen; the third from 1839 to 1885, including the terms of Presidents Woods, Harris, and Chamberlain; the fourth from 1885 to the present time, comprising the terms of Presidents Hyde, Sills, and Coles.

I

The Founding of the College, 1794-1802

When Bowdoin College was founded, the District of Maine was a part of the Commonwealth of Massachusetts. Its population was rapidly growing—from fewer than 100,000 in 1790 to 150,000 in 1800—and was made up largely of sturdy, hard-working, middle-class people of English or Scottish ancestry engaged in farming, lumbering, fishing, shipbuilding, and trade. Among them, especially in the larger seaport towns like Portland with its 2,500 inhabitants, some families of accumulated wealth and of a considerable degree of culture had already attained political and social influence. The tradition of Maine, however, was (and has remained) distinct from that of Massachusetts; rank and wealth counted on the whole for less; the hold of Puritanism was not so strong; and popular movements, such as Republicanism in politics and evangelical-

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← *Massachusetts Hall, the original building of the College, was planned in* 1798 *and completed in* 1802. *When the College opened, it housed the President, the single professor, and the eight students of the Class of* 1806.

ism in religion, found here a more fertile field. The ruggedness of the country itself; the distance from the seat of government in Boston; sea-borne commerce, which kept the scattered Maine settlements in touch with one another as well as with "foreign parts"; a fighting spirit evidenced by the proud record of Maine in the French and Indian wars—many such conditions, interests, and memories peculiar to Maine had produced by the end of the eighteenth century a strong sectional feeling. One natural result of this temper of mind was the recurrent demand, in the last two decades of the century, for a Maine college to train Maine youth.

In 1788 petitions were presented to the General Court of Massachusetts by the association of ministers and the justices of the peace in Cumberland County for the foundation and endowment of a college in their county. Various names for the new institution were considered; the choice of "Bowdoin" was influenced both by a desire to honor the late distinguished Governor of the Commonwealth, the Honorable James Bowdoin (1726-1790), and by intimations received from his son, to whom the matter had been broached, of some substantial gift toward endowment. Favorable action by the General Court upon the petitions was delayed by two circumstances: the rivalry among eight towns for the honor of nurturing the infant college, and the political antagonism which had existed between the late governor and his successor in office, John Hancock. Not until the latter had been succeeded by Governor Samuel Adams was a bill "to establish a College in the town of Brunswick and the District of Maine, within this Commonwealth" signed—on June 24, 1794.

By that Act, the government of the College is vested in two corporate bodies: The President and Trustees of Bowdoin College, consisting of thirteen Trustees, who hold title to all property and initiate all legislation; and a supervising body, the Overseers of Bowdoin College, forty-five in number, who may concur or decline to concur in the acts of the Trustees. Vacancies in each Board are filled by the Board itself, the Overseers possessing the right to decline to concur in the choice of Trustees. Since 1870, by vote of the Overseers, one-half of the vacancies occurring in that Board have been filled from nominations made by the alumni body. Much of the important work of the two Boards is done preliminarily through joint committees of Trustees and Overseers.

The Boards met at first in Portland. Naturally their chief preoccupation for some years was the raising of the necessary funds for their enterprise. The unimproved lands bestowed upon the College in that same act of the General Court were assets not readily convertible into cash; gifts from individuals came in slowly and were at first almost wholly in books. The single munificent donor was the Honorable James Bowdoin (1752-1811), son of the Governor, who contributed £300 in money, some securities and apparatus, and still more tracts of uncultivated land. At his death—to anticipate what belongs later in this record—the College was to become his residuary legatee, inheriting the valuable library which he had collected during his residence in Europe as Minister to Spain and France and his priceless art collection. The friend of Washington, Jefferson, and Franklin, a princely figure in the democratic New World, a representative of the finest cultivation of his stirring period, this earliest patron of the College is fittingly commemorated every year by the exercises of "James Bowdoin Day" in recognition of scholarly achievement.

But these fair prospects were not discernible by the worthy Trustees and Overseers of 1794-1796 grappling with the immediate question—to build or not to build. Their first meeting in Brunswick, then a town of 1,600 inhabitants, was held on July 19, 1796, at John Dunning's Inn, from which they walked along "Twelve Rod Road" (now Maine Street) and up the "hill" at one end of the village. Here they inspected a tract of thirty acres which had been offered as a site for the College—that part of the present campus bounded by Bath Street, Sills Drive, College Street, and Maine Street. Two years later, after prolonged planning and revising of plans, they voted to erect thereon a three-story building, fifty feet by forty, in which to house the new College. In 1800, a fortunate sale at a good price of some of the Boards' holdings in wild land justified the decision and markedly improved their financial position.

The Boards selected as the first president the Reverend Joseph McKeen, a graduate of Dartmouth, who had taught for several years, studied mathematics and astronomy, and served for sixteen years as minister of a large congregation at Beverly, "a man of great ability and learning and of excellent judgment," as he was to prove himself in the five years (1802-1807) of his presidency at Bowdoin. In a dignified ceremony on September 2, 1802, the President and the single professor were inducted; the President delivered his inaugural address; on the following day eight candidates presented themselves for admission, were examined and duly enrolled; and the College was finally in operation.

II

The Early Years, 1802-1839

President McKeen was succeeded at his death in 1807 by the Reverend Jesse Appleton, also graduated from Dartmouth, who held office for twelve years. He was a man of intellectual ability and elevated character, perhaps too otherworldly for the most skillful conduct of affairs or the most effective leadership of young men. After Appleton there came to the presidency the Reverend William Allen, a graduate of Harvard, recently President of the ill-starred, short-lived "Dartmouth University," and a storm center in the controversy attending that experiment in state-controlled higher education—a person of abundant energy and excellent intentions with a genius for antagonizing both colleagues and students. His administration (1819-1839) is the most contentious period of Bowdoin's history, but, surprisingly, a period in which were installed some of the greatest teachers the College has known and in which were graduated many of its most eminent alumni. The two earlier regimes, in fact, had seen the first of that long procession of young men marked for future fame: for instance, Nathan Lord '09, for thirty-five years President of Dartmouth; Seba Smith '18, who holds a secure place among American humorists; and Jacob Abbott '20, the creator of "Rollo." Now under Allen appeared William Pitt Fessenden '23, who risked his political career to vote in the Senate against the impeachment of Andrew Johnson; Franklin Pierce '24, fourteenth President of the United States; and, in the remarkable Class of 1825, Nathaniel Hawthorne and Henry W. Longfellow. John Brown Russwurm, later Governor of Maryland, Liberia, was one of the first two Negroes to be graduated from American colleges—both in 1826. In the next decade came Cyrus Hamlin '34, the founder of Robert College, Istanbul; Henry Boynton Smith '34, Biblical scholar; John A. Andrew '37, war governor of Massachusetts; and the Reverend Elijah Kellogg '40, author of stories of early American life which delighted two generations of American boys.

President McKeen had set the same requirements for admission as were in force at Harvard—namely, a knowledge of Latin and Greek that would today be creditable to an upperclassman concentrating in classics, and an acquaintance with mathematics "as far as the rule of three." Throughout this early period, the undergraduate curriculum was rigidly prescribed: Latin, Greek, and mathematics almost continuously for the first three years; geography and logic in Freshman and Sophomore years respectively; and such authors as Locke, Paley, and Butler in Junior and Senior years. Exercises in rhetoric and oratory were interspersed throughout the course; as early as 1812 there were required themes, and a chair of rhetoric and oratory was established in 1824. Science was recognized by the establishment of a professorship of "natural and experimental philosophy" in 1805; Parker Cleaveland was lecturing on chemistry and mineralogy from 1808 on; and Senior reading included books on "natural law." A charter granted in 1824 by the Yale Society of Phi Beta Kappa for a branch at Bowdoin is evidence of the reputation for sound scholarship which the young College already enjoyed. In the main, a conservative spirit prevailed; in 1824, for instance, a professor was appointed to the chair of philosophy primarily to confute the reasonings of Kant and Coleridge, which were regarded as dangerous to orthodoxy. The only distinctly progressive step taken in the thirty-seven years under review, except for the attention given to mineralogy, was the provision made in 1825 for the introduction into the curriculum of French and Spanish, a brilliant undergraduate, Henry W. Longfellow, being designated for the future teaching of them.

Beginning in 1804 with the appointment of a tutor, there was a gradual increase in the number of instructors, some of them men of uncommon abilities. We hear of sporadic efforts to enliven classroom routine: President McKeen's use of "models" in mathematics, for instance, and Tutor Smyth's introduction of the blackboard. In general, however, instruction was conducted largely by daily recitations from textbooks and must often have been a rather languid proceeding. At all events, the more inquiring minds soon found other means of satisfying their intellectual promptings and formed the first of the two literary societies, the Peucinian and the Athenæan, which flourished for more than a generation, holding debates and literary exercises and maintaining collections of books, which now enrich the College Library. Similarly, by such devout spirits as found the required daily prayers insufficient, a "Praying Circle" was formed, to meet the members' religious needs and to bring Christian influences to bear upon the unregenerate majority. In short, there was much the same diversity of tastes, interests, and manner of life as is found on the campus today. Prior to the erection of a dormitory in 1808, most of the students lived in the single college building, Massachusetts Hall, where, according to a treasured Bowdoin tradition, the President called them to morning prayers (at six o'clock) by rapping on the stairs with his cane. For the first twenty-six years, the College took virtually no responsibility for the physical exercise of the students. By Longfellow's time, to counteract "a very sickly term," the Faculty went so far as "to recommend a game of ball now and then," and the boys themselves set up a bowling alley; but lack of funds prevented any regular gymnastic instruction until much later. Supervision over the daily life of students was at first strict; efforts were made, with very incomplete success, to enforce regular study hours and a nine o'clock curfew. Faculty records are concerned to an inordinate extent with infractions of discipline ranging from depredations upon property to "frequenting the chambers of fellow-students in an idle and wanton manner." Ordinances of 1817 and 1824 show some relaxation of the earlier rigor, but, as was noted later in *Tales of Bowdoin,* the grotesque spectacle continued to be presented of grave professors patrolling the campus by day and chasing miscreants through the pines at night. Especially the final term of President Allen's rule was marked by undergraduate turbulence.

The growing sectional sentiment, to which Bowdoin had owed its birth, led in 1820 to separate statehood for Maine, and immediately the College found itself faced with a grave decision, which was, in effect, whether it should continue as a private or become a public institution. The political complexion of the Boards and the Faculty was predominantly Federalist; that of the majority party in the new State, Democratic. Federalists favored private, Democrats public control of educational institutions. An amendment to the Act of Separation had provided that no change should be made in the charter of the College except with the assent of the Boards and of the legislatures of both Maine and Massachusetts. Because the College was in acute need of a continuance of financial aid from public funds, the Boards acquiesced, in 1820, in a vote passed by the two legislatures to give to the Maine legislature alone the power to amend the charter—an enactment which, if it had been upheld, would have converted the College into a state-controlled university. Actually, by further maneuvers, the legislature for two years restrained President Allen from exercising his functions. He brought suit, attacking the constitutionality of the act under which he had been removed. In 1831 Justice Story, in a notable decision in the United States Circuit Court paralleling that in the historic Dartmouth College case, not only replaced Dr. Allen in the presidency but laid down such conditions as to make any future modification of the charter, even with the two legislatures concurring, an extremely difficult undertaking. The status of the College as a private institution was permanently fixed.

One result of this agitation in its early stage was the establishment, in 1820, of the Medical School of Maine as a part of Bowdoin College. The School, never large but highly respected, sent a majority of its graduates into practice in Maine, and for over a century their record, like that of the minority settled elsewhere, added prestige to the Bowdoin name. From 1899 on, the work of the last two years of the course was done at Portland. In 1921, when the needed clinical facilities and technical equipment had become too complex and expensive for a small institution to supply, it was deemed expedient to discontinue the School. The Garcelon and Merritt Fund, derived from the School's endowment, is still administered by the College to aid graduates and undergraduates in their medical education.

III

The Middle Years, 1839-1885

Upon Dr. Allen's resignation, the Boards elected to the presidency of Bowdoin, by that time a college of two hundred students, the Reverend Leonard Woods. He was thirty-one years old, a graduate of Union College and Professor of Biblical Literature in the Bangor Theological Seminary; a man of firm convictions, engaging personality, and ripe culture. It was he who suggested to the Boards that they assign to the President a larger share of teaching—a practice ever since maintained. Toward the end of his long term (1839-1866), Dr. Woods's naturally conservative tendencies were accentuated, especially his distrust of the contemporary scientific movement; and his extreme pacifism during the Civil War lessened his influence, for the College was ardent in its support of the Union cause, sending into the service a greater number of men in proportion to its size than any other college in the North. The chief memorial of President Woods on the Bowdoin campus is the Chapel, Romanesque and granite, which was built under his supervision and which in materials and architectural type is expressive of the man.

Previous administrations, as has been noted, had gathered at Bowdoin a number of remarkable teachers. One of these, Samuel Phillips Newman, Professor of Rhetoric and the author of a pioneering textbook on political economy, had resigned in 1839. Others of the group continued to serve the College through and even beyond the term of President Woods, establishing a tradition of great teaching which the sons of the College like to regard as Bowdoin's chief distinction. The most eminent, with their dates of tenure, were: the redoubtable Parker Cleaveland (1805-1858), in chemistry and mineralogy; Alpheus Spring Packard (1819-1884), in ancient languages and literature; William Smyth (1823-1868), in mathematics; and Thomas Cogswell Upham (1824-1867), in philosophy. As representative of a group of gifted teachers of briefer tenure, who later rose to prominence elsewhere, may be mentioned Daniel Raynes Goodwin '32, and Charles Carroll Everett '50, both in modern languages. Not only in the classroom but in the agreeable, self-contained life of Brunswick as well—at Town meetings, on the school committee, in the churches—the professors from "the hill" took their full part, as their successors do today. Parochial as that village existence may have seemed, it was never really isolated from world affairs. From here, Parker Cleaveland had corresponded with Davy, Cuvier, Berlioz, and, through an intermediary, with one of his greatest admirers, Goethe; from here, President Woods journeyed to Oxford, where he met the leaders of the Tractarian Movement, and to Rome, where he conversed in Latin with the Pope; here, in the home of Professor Smyth, was a station of the "underground railroad" for escaped slaves; and here, in another professorial household, was written the book that was to arouse the conscience of a nation, *Uncle Tom's Cabin.*

Instruction from such teachers bore its rich fruit in the achievement and character of the men they trained. In later years (1896-1898) three graduates of the Bowdoin of this middle period were presiding over branches of the national government: Melville Weston Fuller '53, the Chief Justice; William Pierce Frye '50, President pro tempore of the Senate; and Thomas Brackett Reed '60, Speaker of the House of Representatives. A fourth alumnus, General Oliver Otis Howard '50, was the head of the Freedmen's Bureau and the founder of Howard University. In this period also were graduated General Thomas H. Hubbard '57, banker and promoter of Arctic exploration, and William J. Curtis '75, lawyer—both generous benefactors of the College; Edward Stanwood '61, historian of the Presidency, and DeAlva S. Alexander '70, Congressman and chronicler of the political history of New York State; Frederic H. Gerrish '66, anatomist, and Edwin H. Hall '75, physicist; and Edwin U. Curtis '82, the Commissioner whose firm stand in the Boston police strike of 1919 was one in a train of circumstances that eventually sent to the White House an alumnus of the sister college, Amherst.

Over the curriculum conservatism still held sway. Toward the end of Woods's term, international law, German (in Junior year), and some additional rhetoric made minor breaches in the Latin-Greek portion of the fortress, but the mathematics bastion, valiantly defended by "Ferox" Smyth, suffered hardly perceptible damage. This resistance to change was due in part to the tendencies of influential persons, such as Smyth and Cleaveland, on the Faculty, but also to the fact, stated bluntly by L. C. Hatch in his *History of Bowdoin College,* that "the introduction of new subjects might cost money and Bowdoin was poor."

Its financial weakness, acute after the panic of 1837, caused the

College embarrassment also in its relations with religious bodies. Although Bowdoin had been established through the efforts of Congregationalists, its charter contains nothing about church affiliation, and both Unitarians and Episcopalians had sat on its Board of Trustees, the majority of whom, like President Woods, were quite free from ecclesiastical narrowness. The temper of the students was pronouncedly liberal. Yet the fear of losing orthodox support and the power of the more conservative Overseers were constant threats hanging over the Trustees' heads and leading again and again to compromise, such as the hedging declaration of 1841 to the effect that Bowdoin was a Congregational college, committed to giving moral and religious instruction in harmony "with its denominational character as herein defined." By such means the College obtained some sizable bequests, concerning the proper use of which, in the later period of prosperity and complete intellectual freedom under Hyde, opinions of the Courts were solicited. Only in 1908, by the surrender of one fund to a residuary legatee, was the last (and purely nominal) sectarian restriction removed.

The twenty years following Woods's retirement in 1866 were the most critical in the history of the College, notwithstanding the fine qualities of the two presidents. Samuel Harris '33, was the first graduate of Bowdoin to become President. Able and respected, he found the task of administration uncongenial and resigned after only four years (1867-1871). His successor was General Joshua Lawrence Chamberlain '52, a former member of the Faculty, who had had a distinguished Army career and after the war had served for four terms as Governor of Maine. During these two administrations a needed modernization of the curriculum was partly effected by the introduction of economics and English literature and the strengthening of history and science; but the establishment in 1871 of a separate department or school of science, with courses in civil and mechanical engineering, was less fortunate; it carried the distinct threat of transforming a liberal arts college into a "people's university." Actually, for ten years, under the excellent Professor Vose, Bowdoin was graduating engineers; but the experiment proved too costly and was abandoned in 1881. Some of the men thus trained were later to occupy important posts; the most famous was Admiral Robert E. Peary '77, the first to reach the North Pole.

Under the humane and enlightened influence of Leonard Woods, the more exceptionable features of attempted faculty control of undergraduate life were abandoned or modified. The first Bowdoin chapters of intercollegiate fraternities, established early in his administration, supplied a means of channeling off any excessive exuberance of youthful spirits and in time rewove the social fabric of undergraduate life. The students' weekly newspaper, the *Bowdoin Orient,* was first published in 1871. Organized athletics in a mild form had begun a few years before. There was gymnastic instruction in Brunswick (for a year or two in private classes merely), from about 1860 on. From 1870 to 1875, when he took his bachelor's degree, Dudley A. Sargent was Director of the Gymnasium, and worked out the system of exercise which he later employed at Yale and Harvard and which gave him a national reputation. Rowing became popular in the late sixties; and in the early eighties Bowdoin crews competed in regattas as far away as Lake Cayuga; we hear of baseball first in 1860 and of the first intercollegiate game in 1872. The first college track meet was held in 1868, and the first class game of football (English Rugby) was played in the next year. American Rugby came in in 1882; tennis began to be played about the same time.

Neither sports nor presidential edicts, however, availed to put an end to the long-standing custom of hazing, the jovial aspects of which are perpetuated for us in the song "Phi Chi," written by one Edward Page Mitchell '71, later the distinguished editor of the New York *Sun.* Harris made a determined effort to abolish the practice; under Chamberlain there were continual outbreaks, sometimes involving danger to life and limb. "Town and gown" fracases also were not infrequent. The most serious and widely publicized collision between students and college authorities was the "Drill Rebellion" of 1874. President Chamberlain had instituted required military training two years before. Undergraduate opposition culminated in the refusal of three college classes to attend drill, whereupon they were suspended en masse and threatened with expulsion. Eventually, after negotiations permitting a certain amount of face-saving by the authorities, the students returned to College; drill was resumed on a voluntary basis, and in 1882 was discontinued altogether. The "Rebellion" was an instance of spirited resistance to a requirement which, as administered, was thoroughly objectionable. The action of the students, however injudicious, revealed an independence of mind and a seriousness of purpose which belied the impression frequently given by their rough manners.

But the College was confronted with graver dangers than those arising from a certain uncouthness in undergraduate life. President Chamberlain, for all his great services to College, State, and Nation, was unequal to coping with the difficulties now besetting the institution: inadequate endowment and equipment, a decreasing enrollment, dissension among the Faculty and the Boards.

Probably no one else connected with either group could have succeeded in the circumstances. Chamberlain's resignation in 1883 provided an opportunity to secure from outside the College the vigorous leadership imperatively needed.

IV

The Modern College, 1885-1963

The inauguration in 1885, after a two years' interregnum, of the Reverend William DeWitt Hyde marks the real beginning of another era. Not yet twenty-seven years old and virtually unknown except at Harvard and the Andover Theological Seminary, the new President brought to his task an athletic physique which impressed young men, a remarkable administrative capacity, an acute and sympathetic grasp of modern problems, and above all an energy which swept away accumulated scholastic dust like a fresh breeze from the Atlantic. He exemplified that ideal of "the strenuous life" which in the early days of the new century President Theodore Roosevelt was to hold up to the nation. The College which he took over may be compared to a deeply rooted tree which needed fertilizing and pruning. These life-giving processes Hyde instituted; the present vigorous new growths are due to him or to the successor whose apprenticeship was served under him. By numerous books published during his long term (1885-1917) President Hyde exerted also a nationwide influence toward liberalism in politics, education, and religion.

At the College itself, his first cautious reforms were concerned with the requirements for admission and with the curriculum, which he found too largely a mere continuance of secondary school studies. He persuaded the Boards to adopt (1895) a substitute for the requirement of Greek for admission. Like Eliot of Harvard, whom he greatly admired, he extended the elective system for men in College. He created (1894) a chair of economics and sociology; he brought to the College (1904) instructors in psychology and education; he reintroduced (1901) the teaching of Spanish; he greatly expanded the work in debating; and he established (1912) the departments of art and music. He encouraged the teaching of literature not for philological information or aesthetic delight but for its interpretation of life and its inspiration to action. He advocated full and early participation by college graduates in organized politics and religion. In all his reforms he was guided by that conception of education, embodied in his "Offer of the College," as a many-sided preparation for rich and effective living in the world of the present, proprietorship of the world of the past. Nowhere was his quickening influence more fully experienced than in his own classroom, where year after year he expounded to practically the entire Senior Class the principles of great thinkers from Plato and Aristotle to Royce and James.

No small part of Hyde's success in the reorientation of the curriculum and the invigoration of instruction was due to his discernment in the selection of younger men for teaching positions. "Anaemic persons do not get on well at Bowdoin," he once told a candidate, and he gave less weight to formal qualifications such as the possession of degrees than to intellectual breadth, character, and teaching ability. Thus around the nucleus he inherited he built up again a remarkably strong Faculty, remembered today with gratitude by all the older alumni. Only three from a numerous group of long tenure, and perhaps equal distinction, may here be listed—all graduates of the College: the courtly Henry Leland Chapman (1869-1913), in English literature; the stalwart Franklin Clement Robinson (1874-1910), in chemistry; and the scholarly poet Henry Johnson (1877-1918), in modern languages and fine arts. Younger men who taught under Hyde for a brief period before going to larger fields elsewhere included Henry Crosby Emery '92, in economics, and William MacDonald and Allen Johnson, in history and government.

This betterment of the instruction could not have been accomplished without a very considerable expansion both of the plant and of the endowment. The President, who had written a book entitled *Practical Idealism,* held office in an era of accumulation of large fortunes; and he succeeded in interesting in the College many affluent men and women. In increasing numbers alumni evidenced their support by sending back sons and subscriptions. The enrollment rose from 119 in 1885 to 400 in 1915; the endowment in the same period, from $378,273 to $2,312,868. Erected in the Hyde administration were eight buildings in use today, including Hubbard Hall, the Searles Science Building, and the Walker Art Building. Whittier Field, too, was acquired and developed.

The impact of Hyde's personality upon the social aspects of undergraduate life was no less pronounced. Everywhere in America, student life outside the classroom was becoming richer in opportunities, more urbane in tone, more interesting. Such changes were always sympathetically watched, not seldom prompted, occasionally checked, by the President. In student government, for instance, experiments were made which looked to the Student Council of the present; a literary magazine, the *Quill,* began publication in 1897; a dramatic club was organized in 1903, and in 1912 gave the first of its annual Shakespearean productions; and a young secretary of the Christian Association was brought to the campus. Most spectacular, of course, was the tremendous increase of interest in athletics, indissolubly associated with the name of Dr. Frank N. Whittier '85. Bowdoin's first game of intercollegiate football was with Tufts in 1889; the first meet of the Maine Intercollegiate Track and Field Association, in 1895; the first golf club, in 1898; the first hockey games, in 1907. Within reasonable limits, President Hyde welcomed all such activities not only as healthful outlets for the abounding energy of youth but as integral parts of the educational process.

The roster of Bowdoin alumni continued to be studded with distinguished names, many of which, being those of persons now active in the affairs of the College, appear on later pages of this Catalogue. But President Hyde never overvalued mere prominence; his highest esteem and admiration went often to graduates of no fame or fortune, men whose work was done in the small store or school or office and who walked along quiet streets.

The last public appearance of President Hyde was at the presentation of colors to the student battalion, four weeks after the declaration of war in 1917. "For one hundred and fifteen years," he said on that occasion, "Bowdoin students have enjoyed study and leisure, work and play, under the protection of the nation and the state. . . . From science and art, from literature and history, from the track and diamond, these young men voluntarily and eagerly, in loyalty and duty are hurrying to the defense and support of their country." Like other colleges in those years, Bowdoin went through the stages, first of improvised military instruction, then of the Reserve Officers' Training Corps, and finally of the Students' Army Training Corps. While, naturally, the numbers shrank, and the attempt to combine academic with military training worked to no one's complete satisfaction, the spirit held up remarkably well, and the response to the country's call of both undergraduates and alumni was all that Bowdoin's President could have desired. At the end of the war the stars on the service flag numbered twelve hundred; the names to be lettered in gold upon the War Memorial, twenty-nine. But Dr. Hyde had died on June 29, 1917, and the leadership of the College in war had devolved upon one who, twenty-five years later, was to be charged again with the same great responsibility.

Kenneth Charles Morton Sills '01, graduate student and instructor for some years at Harvard and Columbia Universities, Winkley Professor of the Latin Language and Literature since 1907 and Dean of the College since 1910, served for one year as Acting President, and in 1918 was made President. In full sympathy with Hyde's larger aims and with equal devotion to the ideal of the liberal arts college, President Sills carried forward the program which his predecessor initiated, though with certain emphases of his own tempering extreme applications of the Eliot-Hyde educational philosophy. Among the advances made during the Sills administration were: the enlargement of the Faculty from thirty-one to eighty-five members, making possible smaller classes and more frequent conferences; the inauguration (1919) of the system of comprehensive examinations in the major field of study; the foundation (1928) of the Tallman visiting professorship; the conduct (beginning 1923) of Institutes in various branches of learning; the establishment (1935) of Kent Island Scientific Station; the increase of endowment funds from $2,473,451 to $12,312,274; the erection of several needed buildings, notably the Moulton Union, Moore Hall, Sills Hall and the Smith Auditorium, Parker Cleaveland Hall, and the development of the Pickard playing field; the bringing of intercollegiate athletics under institutional control (1935) and the recognition as varsity sports of swimming (1929) and basketball (1942); the more effective organization of the alumni through a central office, a Council, an alumni magazine, and a placement bureau. And even in this brief summary there must be grateful mention of that lively and very efficient company, first assembled in 1922 by Mrs. William J. Curtis and Mrs. George C. Riggs (Kate Douglas Wiggin), the Society of Bowdoin Women. Similar in its aim to knit more closely to the College a group with personal though not official connections, the Bowdoin Fathers Association was founded in 1945. Relations between townspeople and college people have grown steadily more cordial; to many a graduate, some of the pleasantest memories of student days are associated with the interesting, varied life of this Maine community.

A full account of the part of the College in World War II has not been compiled, but its more tangible contributions to the war effort and the more obvious ways in which its operation was affected may be briefly reviewed. A pilot training course, including both ground school and flight, was inaugurated in the spring of 1940 and carried on until June, 1942, when the Navy took over the Brunswick airport. In these two years pilot training was given to about one hundred students, a large number of whom served later in the air forces. From June, 1941 (six months before Pearl Harbor), until

October, 1945, the College provided classrooms and laboratories for a pre-radar school for Navy officers, under Commander Noel C. Little, U.S.N.R., on leave of absence from the Faculty. About 2,500 officers completed the four months' course. In February, 1943, a Basic Pre-Meteorological Unit of the Army Air Forces was organized, and until May, 1944, administered by the College; and for several months within the same period an Army Specialized Training Unit also was receiving instruction. Altogether, when at peak strength, the military, naval, and civilian student personnel made up a body of over 850 young men and for a while severely taxed the physical resources of the College.

The completion or cancellation of the Army programs in 1944 and the decreasing civilian enrollment created the new and scarcely less embarrassing problem of reduced numbers, the undergraduate registration falling in 1945 to slightly more than 150. Of course, with the collapse of Japan in August of that year this situation changed, if not overnight, at least within a very few weeks. Augmented by a stream of returning service men, the enrollment in the spring of 1946 rose to 547 and in the next year reached a maximum of 1,083. The abnormally large registration, though attended by some inconveniences, was accepted cheerfully by the College, which recognized therein an obligation plainly in line of duty. It is part of that debt to "the gallant unreturning," as they were called by a Bowdoin poet in 1917 (himself destined to be counted among them), which can be paid only vicariously. Of 3,086 Bowdoin men who served in the armed forces in the Second World War, the unreturning numbered ninety-four.

On June 24, 1944, though the war was then in a critical stage, the College observed with impressive exercises the one hundred and fiftieth anniversary of the granting of the charter. It had been intended to mark the occasion by the completion of a fund-raising campaign to supply pressing needs, but the war forced the postponement of all such projects. Early in 1948 the campaign was inaugurated, and largely from sources close to the College—Governing Boards, Faculty, undergraduates, alumni, and friends—approximately $4,000,000 was raised for endowment, buildings, and equipment.

V

The Present Situation

The College passed another historic milestone in September, 1952, on the one hundred and fiftieth anniversary of its actual opening. Also in 1952 occurred the election of a successor to President Sills, who retired on October 1 after an administration of thirty-four years. The nomination of James Stacy Coles, a graduate of Columbia College and University, Associate Professor of Chemistry and Acting Dean of the College in Brown University, was unanimously approved by the Governing Boards at special meetings on April 5, 1952. Ninth in the notable succession which began with the Reverend Joseph McKeen in 1802, President Coles was inaugurated on October 13, 1952.

Committed by training and conviction to the ideals initiated and carried forward by Presidents Hyde and Sills, Dr. Coles has encouraged the continual reassessment of these objectives and the estimation of the measure of their attainment through the institution of a comprehensive review of the educational program by the Faculty and Governing Boards. From 1953 to 1956, aided by a grant from the Fund for the Advancement of Education, a Faculty Committee on Self Study (with the cooperation of alumni and undergraduate advisers) studied not only the aims and requirements of the curriculum but such related topics as admissions, the optimum size of the College, student life, and faculty affairs. Many of the recommendations of the Committee, which were adopted almost without change by the Governing Boards and Faculty, are embodied in the various sections of this Catalogue.

Among the advances now being implemented are an added emphasis upon written and oral expression in *all* courses, the provision of additional time for aural and oral drill in foreign languages, the institution of "course status" for the major programs, new opportunities for honors projects by gifted students, the development of major programs involving more than one department, summer institutes in science, and in-service training for teachers in secondary schools. These steps have been paralleled and made effective by other forward strides, including the erection of the Gibson Hall of Music (1954), the Pickard Theater in Memorial Hall (1955), the Hockey Arena (1956), an addition to the Coe Infirmary (1957), and Coleman Hall (1958), the most recent of the college dormitories.

The College itself, though serving now a wider constituency, has never ceased to be in a very real sense a Maine institution. Until well into the present century, Maine residents constituted nine-tenths of the undergraduate body, and not more than thirty years ago were still a majority. Of late, the proportion has tended to become stabilized at about one-fourth. Out of a normal prewar enrollment of approximately 600, more than 100 came usually from outside New England; since the war the percentage is larger. The presence in considerable numbers of young men from New York, Pennsylvania, and more distant states is a valuable corrective of provincialism in any community situated north of Boston. Yet in academic and other distinctions the Maine contingent clearly holds its own. Future Rhodes Scholars have entered Bowdoin from Portland, Bangor, Brunswick, Skowhegan, Cumberland Mills, and the small fishing village of Machiasport.

Although endowment funds have continued to increase, the guardians of the College, in accepting Bowdoin's responsibilities in an expanding and rapidly changing universe, have boldly undertaken a program of further development by seeking to add thirty-six million dollars to the college resources by 1972. The need of attracting and holding a faculty of the highest caliber, the demand for increased scholarships in order that the student body may continue to reflect a cross section of our society, and the expansion of the physical plant to keep pace with the educational program are held to be essential in maintaining the proud traditions of Bowdoin in furthering its historic mission to serve the common good.

Bowdoin: A Liberal College

FROM an outdoor platform built in a cleared space among the college pines, President Joseph McKeen, one hundred and sixty-one years ago, delivered the chief address at the opening of Bowdoin College. Seeking an object for the new institution of which he was the first head, he found an answer in the desire of "the inhabitants of the District" to have their sons educated for "the liberal professions" and instructed "in the principles and practices of our holy religion. . . . It ought always to be remembered," he went on, "that literary institutions are founded and endowed for the common good, and not for the private advantage of those who resort to them. It is not that they may be able to pass through life in an easy or reputable manner, but that their mental powers may be cultivated and improved for the benefit of society." The insight and the breadth of this program were creditable for that day. But no one attending the ceremonies of 1802 could have foreseen that over a century later the College, once founded in a frontier community, would draw the greater share of its students from states other than the "District" and, while still preparing many for law, medicine, teaching, and theology, would be educating an equal or greater number who looked forward to government service or a business career.

Since economic and political changes have brought new occupations and callings to pivotal importance in the modern world, the task of the College has necessarily grown more complicated and diverse. As in President McKeen's time many of its courses, for instance, languages and sciences, give knowledge or skill useful in the practice of various professions and employments. But such training is merely incidental to a larger objective. Whether through its catholic subject matter: sciences, social studies, literature, philosophy, and the arts; whether through its required or elective courses; whether through its major work, with its insistence upon a more intensive study of some selected subject; the College aims always to give its students a knowledge of the culture of the western world. They must understand and appreciate its origins and traditions, the forces essential for its operation and progress, and the values which it seeks to realize. While an individual may remain ignorant of this heritage and still exist, "the common good" and "the benefit of society," which President McKeen asserted as the objectives of the College, are unattainable unless leaders and followers are alike acquainted with what civilization, in its broadest sense, implies.

The College still insists that the cultivation and improvement of its students' "mental powers" is its primary function. Perhaps in President McKeen's time, when community life was more homogeneous and simple, no other emphasis was required. But today the College cannot avoid a concern with the character as well as the mind of its undergraduates. On this point the whole of the College environment is an educator. The fraternity houses and dormitories, athletic and nonathletic activities, the constant association of students in a close-knit rather than a dispersed college community—all play their part. Such influences, however, can be duplicated outside college walls. The distinctive discipline of the College is that of the laboratory, the library, and the classroom. These are its unique possessions. Through the opportunities they offer comes the achievement of intellectual poise, disinterested opinion, and patient courage to pursue remote ends by choice rather than compulsion. These college-bred habits of mind are moral as well as intellectual qualities.

While the College seeks to develop the individual talent of its students, it rightly insists they must not limit their interests; they must at least sample the variety of opportunities the modern curriculum affords. The dreamer must encounter the stubbornness of facts and the practical man must realize that men are moved by visions; the aesthete must appreciate the hard precision of scientific measurement and the materialist glimpse the insight and delight offered by the fine arts. Each present-minded generation has to learn anew that the experience of the past is in part a substitute for unnecessary and painful experiment and that a narrow focus upon vocational training breeds a dangerous irresponsibility. The liberal college must train whole men. To do otherwise would be to deprive its graduates of satisfactions and the community of profit.

No college can withdraw entirely from the world. Certainly Bowdoin has taken color from its traditional contacts with a vigorous environment and a self-reliant people. These associations, instead of impeding, have helped the College toward its goal. Fortunately, however, it is an independent college, supported in large measure by endowments and the generous annual gifts of its alumni; it is not bound, therefore, to any denominational creed, party platform, or government program. With more strength and freedom than in President McKeen's administration, it still seeks to bring its students to a maturity of mind and character that through them it may serve "the common good."

From the College Charter (1794)

. . . And be it further enacted . . . that the clear Rents, Issues, and Profits of all the Estate real and personal of which the said Corporation shall be Seized or Possessed, shall be Appropriated to the Endowment of said College in such a Manner as shall most Effectually Promote Virtue and Piety and the Knowledge of such of the Languages and of the Useful and Liberal Arts and Sciences as shall hereafter be Directed from Time to Time by the said Corporation. . . .

The Offer of the College

To be at home in all lands and all ages; to count Nature a familiar acquaintance, and Art an intimate friend; to gain a standard for the appreciation of other men's work and the criticism of your own; to carry the keys of the world's library in your pocket, and feel its resources behind you in whatever task you undertake; to make hosts of friends among the men of your own age who are to be leaders in all walks of life; to lose yourself in generous enthusiasms and cooperate with others for common ends; to learn manners from students who are gentlemen, and form character under professors who are Christians,—this is the offer of the College for the best four years of your life.

WILLIAM DEWITT HYDE
President of Bowdoin College (1885-1917)

Knowledge, Virtue, and Piety

. . . there will always be need for Bowdoin as a Christian college. She will remain so, and will, with the help and guidance of God, continue to educate youth in knowledge and in virtue and in piety.

—*Inaugural Address* (1952)

JAMES STACY COLES
President of Bowdoin College

Officers of Government

PRESIDENT OF THE COLLEGE

James Stacy Coles, Ph.D., D.Sc., LL.D.

TREASURER OF THE COLLEGE

Charles William Allen, A.B., J.D.

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Brigadier General Boyd Wheeler Bartlett, Ph.D., Sc.D., U.S.A. (Retired).	*Castine*
Alfred Shirley Gray, A.B., B.B.A.	*Chicago, Ill.*

*Harold Lee Berry, A.M., *Trustee Emeritus.*	
John Fessenden Dana, LL.D., *Trustee Emeritus.*	*Portland*
Melvin Thomas Copeland, Ph.D., Sc.D., *Trustee Emeritus.*	*Annisquam, Mass.*
George William Burpee, Sc.D., *Trustee Emeritus.*	*New York, N. Y.*

William Haskell Farrar, A.B., *Secretary.*	*Brunswick*

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* Died September 17, 1962.

OVERSEERS

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Roy Anderson Foulke, A.M., *Vice-President.*	*Bronxville, N. Y.*
Philip Greely Clifford, D.C.L.	*Portland*
Clement Franklin Robinson, A.M., LL.B.	*Brunswick*
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Honorable Robert Hale, LL.D.	*Washington, D. C.*
Austin Harbutt MacCormick, Sc.D., LL.D.	*New York, N. Y.*
Honorable Harold Hitz Burton, Jur.D., LL.D.	*Washington, D. C.*
Neal Woodside Allen, A.M.	*Portland*
William Robert Crowley, A.M.	*Bangor*
Paul Kendall Niven, A.M.	*Brunswick*
Allan Woodcock, M.D., Sc.D.	*Bangor*
Rufus Edwin Stetson, M.D., Sc.D.	*Damariscotta*
Fred Lysander Putnam, A.B.	*Houlton*
Chester Granville Abbott, LL.D.	*Portland*
Leon Valentine Walker, A.B., LL.B.	*Portland*
Reverend Joseph Cony MacDonald, D.D.	*Waban, Mass.*
†Stanley Fuller Dole, A.B.	
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Alden Hart Sawyer, B.S.	*Portland*
Roliston Gibson Woodbury, A.B.	*New York, N.Y.*
William Plummer Drake, A.M.	*Philadelphia, Pa.*

* Died January 19, 1963.

† Died October 4, 1962.

EDWARD HUMPHREY, B.S.	*Newton Highlands, Mass.*
GILBERT MOLLESON ELLIOTT, JR., B.S.	*Portland*
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MOULTON UNION

DONOVAN DEAN LANCASTER, A.B. *(Bowdoin), Director of the Moulton Union and the Centralized Dining Service.* Moulton Union

MISS ALMOZA CEDIA LECLERC, *Bookstore Manager.* Moulton Union

ORMAN EWIN HINES, *Manager, Food Service.* Moulton Union

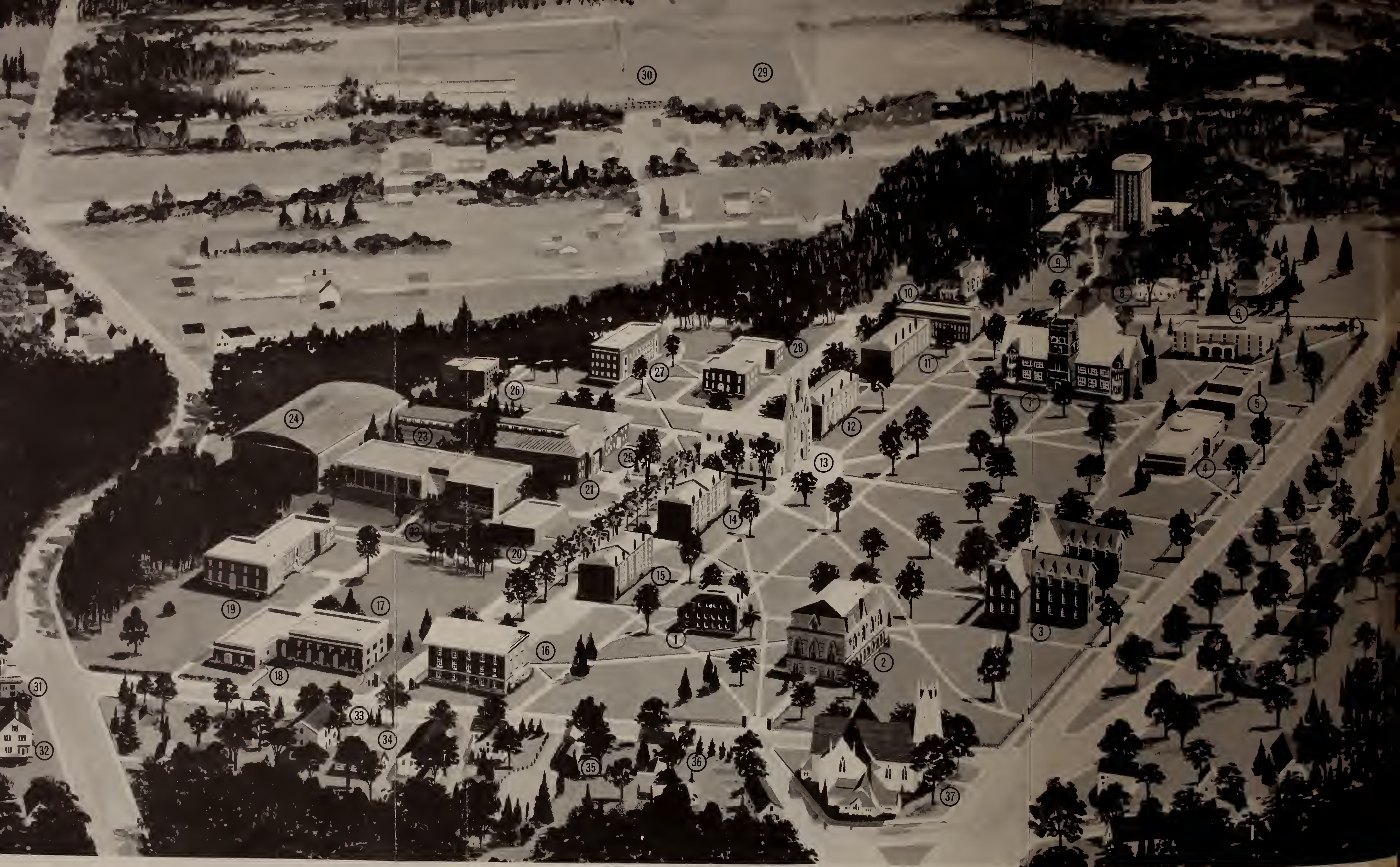
MUSEUM OF ART

PHILIP CONWAY BEAM, A.B., A.M., Ph.D. *(Harvard), Director.* Walker Art Building

MARVIN SHERWOOD SADIK, A.B., A.M. *(Harvard), Curator.* Walker Art Building

PLACEMENT BUREAU

SAMUEL APPLETON LADD, JR., B.S. *(Bowdoin), Director of the Placement Bureau and of Student Housing.* Banister Hall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1. Massachusetts Hall
2. Pickard Theater in Memorial Hall
3. Searles Science Bldg.
4. Walker Art Bldg.
5. Gibson Hall
6. Future Library
7. Hubbard Hall
8. Little-Mitchell House
9. Future Senior Center
10. Coleman Hall
11. Hyde Hall
12. Appleton Hall
13. Chapel and Banister Hall
14. Maine Hall
15. Winthrop Hall
16. Adams Hall
17. Sills Hall
18. Smith Auditorium
19. Cleaveland Hall
20. Heating Plant
21. Sargent Gymnasium
22. Future Gymnasium
23. Hyde Athletic Bldg.
24. Arena
25. Curtis Swimming Pool
26. Coe Infirmary
27. Moore Hall
28. Moulton Union
29. Pickard Field
30. Pickard Fieldhouse
31. President's House
32. Alumni House
33. Rhodes Hall
34. Grounds and Buildings Dept.
35. Getchell House
36. Ham House
37. First Parish Church

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College Campus and Buildings

BOWDOIN College is located in the town of Brunswick, Maine, which was first settled in 1628 on the banks of the Androscoggin River, a few miles from the shores of Casco Bay. The traveling time by car from Boston is about three hours, and from New York about eight hours. The present campus, which was originally a sandy plain covered with blueberries and pines, is now a spacious tract of one hundred and ten acres containing more than a score of buildings and several playing fields.

Of first interest to the incoming freshman is Massachusetts Hall. Here are housed the offices of the President, the Dean of the College, the Dean of Students, the Director of Admissions, the Assistant to the President, and the Student Aid Office. Here the new student will sign his name in the century-old register book and receive the welcome of the President. It is in this building that he will always find the administrative officers ready to answer his questions and to give him friendly counsel about the many problems of college life.

The Chapel, whose spires have come to be a symbol of Alma Mater to thousands of Bowdoin men, is the scene of vesper services on Sundays at 5 o'clock. Simple services, generally conducted by faculty members, are held each weekday at 10:10 A.M. For one hundred and sixty-one years, attendance at daily chapel has been a tradition of Bowdoin life, a tradition which has given the sons of the College many of their most cherished memories.

The work of the College has its heart and center in Hubbard Hall, the library building, which contains the accumulations of a century and a half. The nucleus of its 275,000 volumes is the treasured collection of books and pamphlets bequeathed by the Honorable James Bowdoin, the earliest patron of the College. These "Bowdoin Books," rich in French literature, American history, and mineralogy, were supplemented by the same generous benefactor's gift of his art collection containing many paintings of old and modern masters. Among the paintings are the portraits of Thomas Jefferson and James Madison by Gilbert Stuart, and a notable collection of portraits by the distinguished colonial artist, Robert Feke. These and other treasures are exhibited in the Walker Art Building. The resources of the Library and Museum are described in more detail elsewhere in this Catalogue.

College classes are held in Memorial Hall, Banister Hall, Adams Hall, Hubbard Hall, the Searles Science Building, Sills Hall, Smith

Auditorium, Cleaveland and Gibson Halls, and the Walker Art Building. When students are not engaged in the library, laboratories, and recitation rooms, they have at their disposal many admirably equipped facilities for recreation. These resources include the Moulton Union, the Sargent Gymnasium, the Hyde Athletic Building, the Curtis Pool, the Arena, and the playing fields of the College. Another valuable adjunct for the health of the student body is the Dudley Coe Memorial Infirmary; its facilities and the services of the College Physician are available to the students without charge.

THE COLLEGE BUILDINGS

Massachusetts Hall, planned in 1798 and completed in 1802, was the first college building erected. In 1936 the entire building was remodeled to provide quarters for the administrative officers; in 1941, through a gift of Frank Herbert Swan, LL.D., of the Class of 1898, the third floor was restored and furnished as a Faculty Room.

Maine Hall (1808), known originally as "the College," and named later to commemorate the admission of Maine to the Union; Winthrop Hall (1822), named in honor of Governor John Winthrop of the Massachusetts Bay Colony; Appleton Hall (1843), named in honor of the second President of the College; Hyde Hall (1917), named in honor of the seventh President of the College, and built from contributions from many of the alumni; Moore Hall (1941), named in honor of his father by the donor, Hoyt Augustus Moore, LL.D., of the Class of 1895; and Coleman Hall (1958), named in honor of the family of the donor, Jane Coleman Pickard (Mrs. Frederick W. Pickard), are the six campus dormitories.

The Chapel, a Romanesque church of undressed granite, designed by Richard Upjohn, was built during the decade from 1845 to 1855 from funds received from the Bowdoin estate. The façade is distinguished by twin towers and spires which rise to the height of one hundred and twenty feet. The interior resembles the plan of English college chapels, with a broad central aisle from either side of which rise the ranges of seats. The lofty walls are decorated with twelve large paintings. The Chapel stands as a monument to President Leonard Woods, fourth President of the College, under whose personal direction it was erected. The flags, added in recent years, are of the original thirteen colonies plus Maine, which was a part of Massachusetts at the time of the founding of the College in 1794. A set of eleven chimes, the gift of William Martin Payson, of the Class of 1874, was installed in the southwest tower in 1924. In the Chapel is an organ given in 1927 by Cyrus H. K. Curtis, LL.D. That portion of the chapel building which formerly housed the reading rooms and stack space of the college library was named BANISTER HALL in 1850 in recognition of the gifts of the Honorable William Banister. It now contains the offices of the Director of the Placement Bureau and the lecture room and laboratory of the Department of Psychology.

SETH ADAMS HALL was erected in 1860-1861. It was named in honor of Seth Adams, Esq., of Boston, who contributed liberally towards its construction. The building stands west of the Presidents' Gateway. From 1862 until 1921, it housed the classrooms of the Medical School of Maine. It is now used for lectures, recitations, conferences, and faculty offices.

MEMORIAL HALL, built in 1868, is a structure of local granite in the Gothic style. It is a memorial to the graduates and students of the College who served in the Civil War whose names and ranks are inscribed on bronze plaques in the lobby. The lower story contains class and conference rooms. The entire interior was rebuilt in 1954-1955 to house the Pickard Theater, one of the many gifts of Frederick William Pickard, LL.D., of the Class of 1894.

THE OBSERVATORY was erected in 1890-1891 with funds given by John Taylor, Esq., of Fairbury, Illinois. It stands on the southeast corner of Pickard Field and is reached from the Harpswell Road.

THE WALKER ART BUILDING, designed by McKim, Mead, and White, was erected in 1892-1894. It was given to the College by the Misses Harriet and Sophia Walker, of Waltham, Massachusetts, as a memorial to their uncle, Theophilus Wheeler Walker, of Boston, a cousin of President Woods. A bronze bulletin board in memory of Henry Edwin Andrews, A.M., of the Class of 1894, Director of the Museum, 1920-1939, stands to the left of the entrance to the Sophia Walker Gallery. The building is surrounded on three sides by a paved terrace with supporting walls and parapets of granite. Granite and bronze sculptures adorn the front wall.

THE MARY FRANCES SEARLES SCIENCE BUILDING, designed by Henry Vaughan, was built in 1894 and completely renovated and modernized in 1952. It was the gift of Edward F. Searles, Esq., in memory of his wife. With the Walker Art Building and Gibson Hall, it forms the western side of the quadrangle. The building contains lecture rooms, laboratories, museums, and libraries of the

Departments of Biology and Physics. In its basement a museum is being organized with valuable gifts from the family of Rear Admiral Robert E. Peary, of the Class of 1877, Rear Admiral Donald B. MacMillan, of the Class of 1898, and other friends of the College.

HUBBARD HALL, the library building, was also designed by Henry Vaughan, and erected in 1902-1903. It was presented to the College by General Thomas H. Hubbard, LL.D., of the Class of 1857, and his wife, Sibyl Fahnestock Hubbard. The building, of brick and Indiana limestone, is one hundred and seventy feet in length and fifty feet in depth; the stack room occupies a wing eighty feet by forty-six feet. The Library forms the southern end of the quadrangle.

THE HUBBARD GRANDSTAND was given to the College in 1904 by General Thomas H. Hubbard, LL.D., of the Class of 1857. It is situated on WHITTIER FIELD, a tract of five acres, named in honor of Frank Nathaniel Whittier, M.D., of the Class of 1885, for many years the Director of the Gymnasium, who was largely instrumental in its acquisition for varsity football and track in 1896. An electrically operated scoreboard, the gift of Harvey Dow Gibson, LL.D., of the Class of 1902, and Adriel Ulmer Bird, A.M., of the Class of 1916, was erected in 1948.

SARGENT GYMNASIUM AND GENERAL THOMAS WORCESTER HYDE ATHLETIC BUILDING were erected in 1912. The Gymnasium was built from contributions from many of the students and alumni, and named in honor of Dudley A. Sargent, M.D., Sc.D., of the Class of 1875; the Athletic Building was given by John Hyde, Esq., of Bath, in memory of his father, Thomas Worcester Hyde, A.M., of the Class of 1861.

THE DUDLEY COE MEMORIAL INFIRMARY is a three-story brick building erected in 1916-1917. It was given by Thomas Upham Coe, M.D., of the Class of 1857, in memory of his son, and stands in the pines to the south of the Hyde Athletic Building. In 1957 it was enlarged through a gift by Agnes M. Shumway (Mrs. Sherman N. Shumway). In 1962 it was licensed by the State as a private general hospital.

THE CURTIS SWIMMING POOL was given to the College in 1927 by Cyrus H. K. Curtis, LL.D. The Pool is housed in a separate wing attached to the Gymnasium; the Pool itself is of standard size, thirty by seventy-five feet, and is provided with every modern device for ensuring sanitation.

The Moulton Union, designed by McKim, Mead, and White, was built in 1927-1928. It was given by Augustus Freedom Moulton, LL.D., of the Class of 1873, as a social center for the student life of the College. The Union contains a spacious lounge, game room, cafeteria, soda fountain, dining rooms, and bookstore. Its facilities also include several comfortable guest rooms and quarters for many of the undergraduate extracurricular activities. The Union stands just outside the quadrangle opposite Appleton, Hyde, and Moore Halls.

The Pickard Field House stands at the entrance of Pickard Field. It was given in 1937 by Frederick William Pickard, LL.D., of the Class of 1894, and Mrs. Pickard. The building contains a pleasant lounge as well as lockers and showers. Pickard Field, a tract of sixty-six acres, was presented to the College by Mr. Pickard in 1926. In 1952 nine acres were added to the Field by purchase, making a total area of seventy-five acres, thirty of which are fully developed playing fields. The Field contains the varsity and freshman baseball diamonds, several spacious playing fields for football and soccer, and ten tennis courts.

Rhodes Hall, formerly the Bath Street Grammar School, was purchased from the Town of Brunswick by the College in 1946 to provide additional facilities for instruction and administration. The building was named to commemorate the fact that three pupils of the School later achieved distinction as Rhodes Scholars at Oxford University. Here are the offices of the Superintendent of Grounds and Buildings and the headquarters of the ROTC.

Sills Hall and The Smith Auditorium, designed by McKim, Mead, and White, were completed in the autumn of 1950. The main structure was made possible by the first appropriations from the Sesquicentennial Fund, and was named after the eighth President of the College, Kenneth Charles Morton Sills (1879-1954), of the Class of 1901; the wing, containing an auditorium seating two hundred and ten people, was built by appropriation of the Francis, George, David, and Benjamin Smith Fund, bequeathed by Dudley E. Wolfe, of Rockland.

Parker Cleaveland Hall, designed by McKim, Mead, and White, was dedicated on June 6, 1952. The building was made possible by donors to the Sesquicentennial Fund. It houses the Departments of Chemistry and Geology and bears the name of Parker Cleaveland, who taught chemistry and mineralogy at Bowdoin from 1805 to 1858, and was a pioneer in geological studies. Special gifts provided these facilities: The Kresge Laboratory of Physical Chemistry, The Wentworth Laboratory of Analytical Chemistry, The 1927 Room (a private laboratory), The Adams Lecture Room, The Burnett Room (a seminar room), and The Dana Laboratory of Organic Chemistry.

SILLS HALL, THE SMITH AUDITORIUM, AND PARKER CLEAVELAND HALL are mainly of brick and designed in a simple modern classical architectural style. Together they bound respectively the north and east sides of a quadrangle on the eastern boundary of the campus.

THE HARVEY DOW GIBSON HALL OF MUSIC, named for Harvey Dow Gibson, LL.D., of the Class of 1902, was dedicated in June, 1954. Its construction was made possible by funds donated by Mrs. Harvey Dow Gibson; by Mrs. Gibson's daughter, Mrs. Whitney Bourne Choate; by the Manufacturers Trust Company of New York; and by several friends of Mr. Gibson. Designed by McKim, Mead, and White, the building contains soundproof class, rehearsal, and practice rooms, a recording room, several rooms for listening to records, offices, and the music library. The common room is richly paneled in carved walnut from the music salon designed in 1724 by Jean Lassurance (1695-1755), for the Hôtel de Sens in Paris.

THE PICKARD THEATER IN MEMORIAL HALL, a gift of Frederick William Pickard, LL.D., of the Class of 1894, was dedicated in June, 1955. The Theater, with comfortable seats for over six hundred, contains a stage fifty-five feet wide and thirty feet deep; the space from the stage floor to the gridiron is forty-eight feet. The floor of the auditorium slopes to an orchestra pit, and under it are lounge and coat rooms. Over the auditorium is shop space for the construction and storage of scenery and stage properties.

THE GETCHELL HOUSE, located at 5 Bath Street, is diagonally opposite Adams Hall. A three-story frame building, it was given to the College in 1955 by Miss Gertrude Getchell, of Brunswick, and completely refurbished in 1956. It houses the offices of the Executive Secretary and the Alumni Secretary.

NEW MEADOWS RIVER SAILING BASIN. In 1955 the College purchased a cabin and section of shore front with a dock on the east side of the New Meadows River Basin, to provide facilities for the sailing team. The equipment includes five fiberglass dinghies and a power-driven crash boat.

The Hockey Arena was built in 1956 with contributions from alumni, students, and friends of the College. It contains seats for twenty-seven hundred spectators and a regulation ice-hockey rink with a refrigerated surface two hundred feet long and eighty-five feet wide, as well as shower-bath and locker rooms, and a snack bar. It is located to the east of the Hyde Athletic Building; the entrance faces College Street. The Arena serves primarily the College's physical education activities, especially intramural and intercollegiate contests, and recreational skating for undergraduates.

The Johnson House, named in memory of Professor Henry Johnson, Ph.D., of the Class of 1874, a distinguished member of the Bowdoin Faculty from 1877 to 1918, and Mrs. Johnson, is located at the corner of Maine and Boody Streets across from the southwestern entrance to the campus. Bequeathed to the College in 1957, this commodious residence is now used as the home of the Dean of the College.

The Chase Barn Chamber, named in memory of Professor Stanley Perkins Chase, Ph.D., of the Class of 1905, Henry Leland Chapman Professor of English Literature from 1925 to 1951, and Mrs. Chase, is a handsome room located in the ell of the Johnson House. Designed by Felix Burton '07, in the Elizabethan Style, the Barn Chamber is heavily timbered, contains a small stage, an impressive fireplace, and houses many of the books from the Chase library. The Chamber is used for small classes, seminars, and conferences.

The Oakes Center, at Bar Harbor, Maine, a twenty-one-room residence, was given to the College in 1957 by Eunice, Lady Oakes, whose husband, the late Sir Harry Oakes, Bart., was graduated from Bowdoin in 1896. Situated on a seven-acre estate, with an extensive waterfront with a private pier, the Center is used for summer educational programs and conferences.

The Mitchell House, named in honor of Professor Wilmot Brookings Mitchell, L.H.D., of the Class of 1890, Edward Little Professor of Rhetoric and Oratory from 1893 to 1939, is located at 6 College Street. Given to the College by Professor Mitchell in 1961, this residence is currently used to provide offices for the Department of Economics.

The Alumni House, at 83 Federal Street, next to the President's House, was bequeathed to the College in 1933 on the death of Professor Marshall Perley Cram, Ph.D., of the Class of 1904. Renovated in 1962 and maintained by the College, it is the center of alumni activities at Bowdoin and contains lounges, rest rooms, and other facilities for the use of visiting alumni and their families and guests.

The Little House, at 8 College Street, was acquired by the College in 1962. It is being used temporarily to house the Business Office.

OTHER MEMORIALS

The Thorndike Oak, standing near the center of the campus, is dedicated to the memory of George Thorndike, of the Class of 1806, who planted the tree in 1802 after the first chapel exercises.

The Class of 1875 Gateway was erected in 1901 as a memorial to members of the Class. It forms the Maine Street entrance of the Class of 1895 Path.

The Class of 1878 Gateway, erected in 1903, is a memorial to members of the Class. It is on Bath Street between Memorial Hall and the First Parish Church.

The Warren Eastman Robinson Gateway, erected in 1920 at the southwestern entrance to the campus, is a memorial to Lieutenant Warren Eastman Robinson, of the Class of 1910, who lost his life in the service of his country.

The Franklin Clement Robinson Gateway, erected in 1923, is a memorial to Franklin Clement Robinson, LL.D., of the Class of 1873, for thirty-six years a teacher in Bowdoin College, and to his wife Ella Maria Tucker Robinson. The Gateway forms the northwestern entrance to the campus.

The Class of 1898 Bulletin Board, erected in 1924 near the Chapel, is a memorial to members of the Class. It is made of bronze, is double-faced and illuminated.

The Class of 1903 Gateway, erected in 1928, is a memorial to members of the Class. It forms the main entrance to the Whittier Athletic Field.

The Memorial Flagpole, designed by McKim, Mead, and White, was erected in 1930 with funds given by the alumni in memory of the twenty-nine Bowdoin men who lost their lives in World War I. The Honor Roll is engraved on the mammoth granite base surmounted by ornamental bronze. The flagpole stands in the southwestern corner of the campus between the Library, the Art Building, and Gibson Hall.

The Presidents' Gateway, erected in 1932, is a gift of the Class of 1907 in memory of William DeWitt Hyde, D.D., LL.D., President of the College from 1885 to 1917, and "as a mark of the enduring regard of all Bowdoin men for the leadership of their Presidents." The Gateway forms one of the northern entrances to the campus from Bath Street.

The Bowdoin Polar Bear, placed in 1937, is a memorial to members of the Class of 1912. The base and life-size statue were carved by Frederick George Richard Roth. The figure stands in front of the entrance to the Sargent Gymnasium.

The Harry Howard Cloudman Drinking Fountain, erected in 1938, is in memory of Harry Howard Cloudman, M.D., of the Class of 1901, one of the outstanding athletes at the turn of the century. Of marble, it stands near the Sargent Gymnasium.

The Alpheus Spring Packard Gateway, erected in 1940 on College Street, is a memorial to Professor Alpheus Spring Packard, A.M., D.D., of the Class of 1816, a member of the Bowdoin Faculty from 1819 to 1884.

The Class of 1910 Path was laid in 1940 as a memorial to members of the Class. It extends from Bath Street to Coleman Hall, running parallel to the four dormitories and in front of the entrance to the Chapel.

The Class of 1895 Path was laid in 1945 as a memorial to members of the Class. It extends from the Chapel to the Class of 1875 Gateway.

The Class of 1886 Pathways are a network of walks laid in 1945 as a memorial to members of his Class through the generosity of Walter Vinton Wentworth, Sc.D. The pathways traverse an area lying north of Massachusetts Hall.

The Class of 1919 Path, laid in 1945, is a memorial to members of the Class. It extends from the north entrance of Winthrop Hall, past the entrances to Massachusetts Hall and Memorial Hall, to the Franklin Clement Robinson Gateway.

The Class of 1916 Path was laid in 1946 as a memorial to members of the Class. It extends from Massachusetts Hall to the Alpheus Spring Packard Gateway.

The Frank Edward Woodruff Room, in Sills Hall, is a memorial to Frank Edward Woodruff, A.M., a member of the Bowdoin

Faculty from 1887 to 1922. The room was provided in 1951 through the generous bequest of Edith Salome Woodruff.

The Peucinian Room, built in 1951, is in a corner of the basement of Sills Hall. It is paneled in timber taken from the Bowdoin Pines. The motto of the Peucinian Society, *Pinos loquentes semper habemus,* is carved on a heavy timber above the fireplace. The fireplace and paneling are the gift of the Bowdoin Fathers Association in memory of Suzanne Young (1922-1948).

The Class of 1924 Radio Station (WBOR, "Bowdoin-on-Radio") was given by the Class of 1924 on the occasion of its twenty-fifth reunion. The station, installed in 1951 on the second floor of the Moulton Union, contains two broadcasting studios and a fully equipped control room which are air-conditioned and protected against sound disturbance by walls of acoustical tiling.

The Elijah Kellogg Tree, a large pine dedicated to the memory of Reverend Elijah Kellogg, A.M., of the Class of 1840, stands near the corner of Bath Street and Sills Drive.

The Class of 1942 Cross was placed behind the reading stand in the Chapel in 1952 in memory of those class members who gave their lives in the Second World War.

The Gardner Bench, near Gibson Hall, is dedicated to the memory of William Alexander Gardner, of the Class of 1881, and was presented to the College by Mrs. Gardner in June, 1954.

The Chase Memorial Lamps, dedicated to the memory of Stanley Perkins Chase, Ph.D., of the Class of 1905, Henry Leland Chapman Professor of English Literature (1925-1951), stand on the Moulton Union terrace. Of colonial design, the lamps were presented to the College by Mrs. Chase in June, 1954.

The Dane Flagpole, in honor of Francis Smith Dane, of the Class of 1896, stands in the northwest corner of Whittier Field. The gift of Mrs. Annie Lawrence E. Dane and a member of her family, the flagpole was placed in 1954 in recognition of Mr. Dane's efforts as an undergraduate to acquire an adequate playing field for the College.

The Simpson Memorial Sound System, the gift of Scott Clement Ward Simpson, of the Class of 1903, and Mrs. Simpson, is dedicated to the memory of their parents. The system, including a high-fidelity record player and other teaching aids in music, was in-

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Model of the Senior Center, now under construction, which is planned for → *completion in the fall of* 1964 (cf. pp. 87-90).

stalled in Gibson Hall in 1954. A fund for its maintenance was established by Mr. and Mrs. Simpson in 1955.

THE JAMES FREDERICK DUDLEY CLASSROOM in Banister Hall was renovated and furnished in 1954 as a memorial to James F. Dudley, of the Class of 1865, by the bequest of Nettie S. Dudley.

THE CATLIN PATH, extending from the Warren Eastman Robinson Gateway to the Library, was laid in 1954 through the generous gift of Warren Benjamin Catlin, Ph.D., Fayerweather Professor of Economics and Sociology, Emeritus.

THE SHUMWAY TREE, a Rocky Mountain fir in memory of Sherman Nelson Shumway, A.M., LL.B., of the Class of 1917, generous benefactor and an Overseer of the College (1927-1954), was replanted on the campus southwest of Hubbard Hall and dedicated in June, 1955.

THE TURNER TREE, a maple in memory of Perley Smith Turner, A.M., of the Class of 1919, Professor of Education at Bowdoin (1946-1956), was replanted on the campus east of Smith Auditorium by classmates and friends and dedicated in June, 1957.

THE PICKARD TREES, twelve hawthorns in memory of Jane Coleman Pickard (Mrs. Frederick William Pickard), donor of Coleman Hall and co-donor of the Pickard Field House, were replanted around Coleman Hall by the Society of Bowdoin Women and dedicated in June, 1959.

THE CLASS OF 1909 ORGAN, an electronic instrument for use in the Pickard Theater, was presented by the Class of 1909 on the occasion of its fiftieth anniversary and dedicated in June, 1960. A fund of $1,827, given at the same time, is for the maintenance of the organ and for the support of musical education in the College.

LITTLE PONDS WILDLIFE SANCTUARY is the gift of Mrs. Harold Trowbridge Pulsifer in memory of her husband, Harold Trowbridge Pulsifer, and Sheldon Ware, a neighbor. Located at Bethel Point, East Harpswell, and given in 1961, this tract of several acres includes a meadow, pond, woodland, and shore frontage. It is used for the study and conservation of fish and wildlife.

← Above: *The Chase Barn Chamber provides a congenial setting for departmental major meetings and seminars. All extracurricular activities for upperclassmen are suspended on the six evenings reserved for major meetings in each Semester.*

Below: *The entire College honors its ranking scholars at a convocation each autumn in the Pickard Theater on James Bowdoin Day, named to commemorate the earliest patron of the College.*

General Information

Terms and Vacations: The College holds two sessions each year, beginning in September and February. The dates of the Semesters and the vacation periods are indicated on the College Calendar on pages ix-xii.

Registration and Enrollment: All students are required to register at the opening of each Semester in accordance with schedules posted at the College and mailed to students registering for the first time.

Offices and Office Hours: The administrative offices of the College are in Massachusetts Hall, except that the Executive Secretary and the Alumni Secretary are in the Getchell House; the Business Office is in the Little House; the Superintendent of Grounds and Buildings is in Rhodes Hall; and the Director of the Placement Bureau is in Banister Hall (North).

In general, the administrative offices of the College are open from 8:30 to 5:00 every weekday except Saturday; 8:30 to 12:00 on Saturday, when the College is in session.

College Bills and Fees: On or about July 1 each year, a statement covering tuition, room rent, board, and fees for the year will be sent to each student. If this statement should be sent to someone other than the student, a request in writing to do so should be made to the Business Office.

Charges for the year may be paid in accordance with either of the following plans, at the option of the student:

(a) Two payments during the college year not later than registration day of each Semester, each payment to equal approximately one-half of the total college charges for the year.

(b) Twelve payments on the 5th of each month beginning July 5 annually, each payment to equal approximately one-twelfth of the total college charges for the year.

An annual service charge of $18 will be made to those choosing the twelve-payment option and will be payable with the first installment annually. Further details of the payment plans will be included with the annual statement of charges. Inquiries may be directed to the Business Office.

The Faculty may exclude any student from examinations and credit for college work or from the privileges of the College if any college charges against him remain unpaid when due.

No student shall be advanced in class standing until all bills of the previous Semester have been paid, and no degree shall be conferred upon a student who has not paid all his dues to the College, including charges for room and board at a college dining hall. No student shall be dismissed from College on request unless he shall have paid all his college bills, including that of the current session. During the time that bills which are overdue remain unpaid, a student receives no credit for college work.

Tuition: The tuition fee for the 1963-1964 academic year is $750 each Semester or $1,500 for the year. For the academic year 1964-1965 the tuition fee will be $875 each Semester or $1,750 for the year. Any student completing the number of courses required for the degree in less than eight Semesters must pay tuition for eight Semesters. Work taken at other institutions to make up deficiencies in scholarship at Bowdoin shall not relieve the student of the obligation to pay tuition covering eight full Semesters at Bowdoin College. An additional tuition charge of $175 per Semester ($200 in 1964-1965) shall be assessed for each course taken by a student to make up an academic deficiency.

There are opportunities at Bowdoin to receive financial aid in meeting the charge for tuition. The College awards over $400,000 each year to students who require financial assistance. More detailed information about these awards may be found on pages 60-78.

College Rooms and Board: Freshmen are assigned rooms by the Director of Admissions but may indicate by letter to him their preference in the matter of roommates. All other students should make applications to the Director of the Placement Bureau. An applicant may indicate with whom he wishes to share a room, and the College will honor this preference whenever possible. The suites consist of a study and bedroom which are provided with essential furniture. Students should furnish bed linen, blankets, pillows, pillow slips, and towels. College property is not to be removed from the building or from the room in which it belongs; occupants are held responsible for any damage to their rooms. Room rent is $160 a Semester, and board is $250 a Semester.

Other College Charges: All damage done to the buildings or other property of the College by persons unknown may be assessed equally on all the undergraduates. The College collects, in each Semester, Student Activities fees amounting to $25.00. The cost of tuition, board, room, and fees amounts to about $1,185 for the Semester. To these items must be added the cost of textbooks, personal expenses (including travel), and fraternity expenses for members of these organizations.

Refunds: Refunds to students leaving College during the course of a Semester will not be made unless for exceptional reasons. Any refund made will be in accordance with the schedule posted by the Bursar of the College.

Medical Attendance: The facilities of the endowed Dudley Coe Memorial Infirmary (licensed as a private general hospital) and the services of the College Physician are available to students without charge. If ill, students should immediately call upon or summon the College Physician.

The College also has group accident and medical reimbursement insurance which provides benefits in cases where the facilities of the Infirmary are not sufficient. Every student is required to avail himself of this protection. The fee is $12.50 for each Semester.

Automobiles: No freshman shall maintain an automobile at the College. Sophomores and upperclassmen in good standing and not receiving financial aid may maintain cars, provided they are properly registered at the Dean's Office. Adequate liability insurance is required.

Statistics: As of June, 1963, 18,548 students have been matriculated as undergraduates at Bowdoin College, and 13,138 degrees in course have been awarded. In addition, earned master's degrees have been awarded to 28 postgraduate students. Living alumni include 6,490 graduates, 2,221 nongraduates, 66 medical graduates, 107 honorary graduates, and 28 graduates in the special postgraduate program.

RESOURCES

The book value of the interest-bearing funds of Bowdoin College, at the close of each financial year, for the last ten years was as follows (including undistributed net gains):

June 30, 1954	$12,514,485	June 30, 1959	$17,094,834
June 30, 1955	12,854,993	June 30, 1960	18,110,027
June 30, 1956	13,806,806	June 30, 1961	19,046,722
June 30, 1957	14,745,094	June 30, 1962	19,822,851
June 30, 1958	15,200,408	June 30, 1963	22,033,500

The estimated value of the college buildings and equipment is $8,600,000.

Admission to the College

IN the fall of 1964 the College plans to enroll a class of 240 freshmen as the first step in increasing the total enrollment to 925 students. The College seeks candidates for admission whom it believes to be best fitted for its work and who are likely to profit most from it. Previous academic performance, scholastic ability, character, personality, health, purpose, and breadth of interest are the bases on which the general promise of each candidate is judged and on which the College has established its admissions criteria.

REQUIREMENTS FOR ADMISSION

The stated requirements for admission are not absolute, and exceptions may be requested. In general, however, they should be considered minimum requirements; the preparatory work suggested in the comments below will enhance an applicant's candidacy.

SECONDARY SCHOOL STUDIES:

a. *Four years of English*

Emphasis should be upon critical and analytical writing and upon discussion and analysis of significant works of literature.

b. *Three years of one foreign language or two years of each of two foreign languages*

Although three years of a foreign language or two years of each of two foreign languages is satisfactory, a four-year sequence in one language is preferable. Four years of study of one language leads to a greater command of the specific language and enables a student to continue it in college at an advanced level of conversation and literature.

c. *Three years of Mathematics*

Four years of mathematics is desirable for students contemplating a major in the sciences or social sciences.

d. *One year of History*

Although one year is required, two years or more are recommended. A course in American history is best complemented, for purposes of comparison, with a course in the history of another country and period.

e. *Sciences*

No specific number of courses is presently required, but a basic course with laboratory experiments in one or more sci-

> ences is recommended. In general, an introduction to each of the major sciences of biology, chemistry, *and* physics is preferable to a second course in one of these subjects at the secondary school level. Advanced study in any one of these sciences presupposes a knowledge of the fundamentals of the others.

The College considers the best preparation for its work a program of studies in subjects fundamental to the liberal arts. In order to provide a smooth transition from school to college and placement in courses at the most advanced level possible, the subjects taken in the final year of secondary school should usually be directly related to those to be taken in the first year of college. Courses in English, foreign language, and mathematics are taught in sequence and, ideally, should be studied each year in school in order to ensure the ready continuance of each in college. The sciences and history do not require a specific sequence in school, but rather are intended to offer a topical background and experience according to the needs and interests of the student. A balanced selection may well include biology, chemistry, physics, and a variety of history courses for a complete college preparatory program. A second foreign language may also be included effectively without intruding on the three- or four-year sequence in the first language.

A description of the freshman-year subjects at Bowdoin will be found on page 80. In planning a school program for admission to Bowdoin, one should review the requirements for the degree on pages 81-83. These requirements shape not only the course of study in college but also the requirements for admission and, consequently, the best pattern of study in secondary school.

Any prospective freshman whose program of secondary school studies does not follow the customary pattern for admission to Bowdoin should not hesitate to write to the Director of Admissions. Although patterns of study are important, the College is concerned above all with the quality of the preparation of its candidates.

College Board Tests: In their final year of preparation all candidates are required to take the Scholastic Aptitude Tests of the College Entrance Examination Board. Candidates whose records of achievement in school are not satisfactory in all respects may be asked to take certain of the subject matter Achievement Tests given by the Board.

Bowdoin prefers that its candidates take the Aptitude Tests and the Writing Sample on the December testing date. Results of the

January testing date are acceptable, but candidates are advised that testing on each of these dates will not, in general, produce results that are significantly different.

Writing Sample: All candidates for admission are required to present the Writing Sample, an exercise in English essay writing. These papers are used both as a factor in admission to the College and for placement of freshmen in an English course.

The College Board tests are given at various centers in each state and many foreign countries several times during the year. Applications for the tests should be made by mail to the College Entrance Examination Board, P.O. Box 592, Princeton, N. J., or P.O. Box 27896, Los Angeles 27, California.

School Statement: As part of each application the College requires an appraisal of the candidate's character, personality, and general academic promise by his school principal or headmaster. This statement is an indispensable part of each candidate's qualifications for admission.

Personal Characteristics: The College insists that candidates possess personal characteristics of high caliber. Strong moral and ethical qualities, decent conduct, integrity, compatibility, good health, and emotional stability are essential characteristics. These factors are usually revealed in descriptive statements from school authorities, teachers, friends, alumni and by personal interviews. Significant accomplishments by a candidate in affairs in the school and in the community also disclose information about his personal qualities.

Interviews: Bowdoin does not require personal interviews of all of its candidates. It does, however, feel that such interviews are of mutual benefit to the candidates and the College, and it encourages interested students, whenever possible, to arrange meetings either with members of its staff or Bowdoin alumni.

Prospective freshmen are urged to visit the campus, and usually plans for a visit can include an interview with a member of the Admissions Staff. Appointments for interviews should be made in advance. Visits should be made by candidates for admission *before March 14* so that information gained from the interviews can be used by the Director of Admissions in reaching final decisions. The Admissions Office in Massachusetts Hall is open throughout the year from 9 until 5 on weekdays. On Saturdays it is open until noon, except during June, July, and August.

CHARACTERISTICS OF THE ENTERING CLASS

Secondary School Records: About 75 percent of the Freshman Class ordinarily are graduates of public school, and most of this group rank academically in the top 20 percent of their respective classes. Generally, grades at or above the college recommending level (usually "B" or higher) are necessary to attain this rank. Class ranks for students from independent schools extend over the upper half of their respective classes. In assessing school records, the Admissions Staff gives proper consideration to programs which contain either four or five courses per year and which may or may not include so-called "advanced," "honor," "accelerated," or "regular" college preparatory subjects.

College Board Test Results: The College sets no fixed minimum score for these tests in selecting the class. In general, the Aptitude Test results coincide with the level of achievement demonstrated by the school grades of applicants who gain admission. In a few cases a superior record of grades will offset lower test results, but usually evidence of disparity between scholastic achievement and ability raises doubts about the candidate's readiness to produce consistent and satisfactory work in college. *The Manual of Freshman Class Profiles,* published by the College Entrance Examination Board, will provide further details about the test results and class ranks for the most recent class at Bowdoin.

Other Characteristics: The distribution of Bowdoin's student body always shows an interesting blend of backgrounds. While 75 percent of the student body comes from New England, all parts of the United States, plus Canada and several foreign countries, are represented each year. Twelve Bowdoin Plan Students and several students sponsored by the African Scholarship Program in American Universities bring a varied international group to the campus.

In addition to the public and independent school backgrounds, various social and economic backgrounds are sought in composing the entering class. Between 25 and 30 percent of the freshmen are the recipients of more than one hundred thousand dollars of financial aid which is awarded at the time of admission.

APPLICATION AND ADMISSIONS PROCEDURE

Candidates should file formal application as early as possible in their last year of school. An application fee of ten dollars will be charged each candidate, and this fee will be credited to the term bill if the candidate enters the College; otherwise it is not refund-able. The filing date of the application is not a factor in determining qualifications, but applications should be filed *no later than March 1* since those received after that date can be given only limited consideration. Preliminary applications may be made before September of a candidate's senior year, and inquiries by juniors are welcomed, for they make possible more extended planning of school preparation.

At midyears the Admissions Office requests from the schools transcripts of the applicants' records. About April 15 each candidate is notified of the College's decision on his application. Eventual matriculation by a student who receives his Certificate of Admission is dependent upon the satisfactory completion of the school year. Bowdoin subscribes to the Candidates' Reply Date Agreement, which sets May 1 as the deadline for candidates to notify the College of their decisions. Candidates who plan to enter Bowdoin are asked to pay an admission fee of $25 which is credited to their fall term bills.

EARLY DECISION: Each year there are candidates who demonstrate qualifications for admission on the basis of records completed in their junior year and who wish to simplify their plans for college. These students frequently select the college which they wish to attend and request a decision on admission prior to April 15. Granting such decisions reduces the cost and necessity of multiple applications, the volume of work for school authorities, and gives the Director of Admissions control of the size of the freshman class. Bowdoin expects to admit 30 to 40 percent of its class in this manner and is glad to act on requests for early decision under the following conditions:

a. The student must initiate his request in writing to the Director of Admissions and must state a preference for attending Bowdoin.

b. The candidate who receives early admission must refrain from filing applications to other colleges and shall withdraw applications already on file. Written confirmation of such action, signed by the applicant and cosigned by his parents or legal guardians and by his headmaster or principal, will be required within two weeks of notification.

c. A candidate who requests and receives early admission should be prepared to accept it and the responsibilities that go with it; failure to accept the offer of admission constitutes withdrawal of the application unless there are special reasons for keeping it active.

In making decisions, the Admissions Staff considers the academic record of a candidate through the junior year, the school recommendation, and the Scholastic Aptitude Test results. A visit to the campus and an interview are strongly recommended. Because it is recognized that students make their college choices at different times throughout the year, no specific application dates exist. The Admissions Staff will act upon requests for admission during the first semester as the information on which to base decisions becomes available. Offers of admission will be made in writing; however, no formal Certificates of Admission will be mailed until April, and no admission fees will be due until May 1. Applicants who do not receive early admission will be given full consideration in the selection of the remainder of the class.

Financial Aid and Early Decision: Candidates who will require financial aid in the freshman year should indicate this with the request for early decision and should file a scholarship application as directed on page 59. The College will compute the candidate's need from the College Scholarship Service Form. It may assign about one-third of its awards on an early basis. When financial aid is a factor in the applicant's final selection of a college, a student will not be required to withdraw his other applications if aid cannot be granted at the time admission is granted. The Committee on Student Aid will review such applications when it makes its final awards.

Admission with Advanced Standing: Bowdoin participates in the School and College Plan for Advanced Study and grants both advanced standing in courses and credit toward graduation to properly qualified students. Under this plan selected secondary schools give special work to some of their students who upon examination may be given advanced credit and placement by the participating colleges. This plan is intended to provide an opportunity for unusually qualified students to extend the range of the work that they may do in both school and college. Occasionally, it may permit a student to complete his college course in less than the usual time.

Transfer Students: A limited number of students from other colleges and universities may be admitted each year to upper-class standing at Bowdoin. Candidates for transfer admission should submit early in the Spring transcripts of their college and school records, results of College Board Tests, and statements of character and academic standing from their colleges. The records of transfer candidates should be of good quality in a course of study which approximates the work that would have been done at Bowdoin had they entered as freshmen. At least one full year of residence at Bowdoin is required for the degree, but admission to the Senior Class is not usually granted.

SPECIAL STUDENTS: Special-student status is granted to persons who do not wish to become candidates for the degree but wish to pursue studies in regular classes. Admission is based upon maturity, seriousness of purpose, and adequacy of preparation for the work to be undertaken. No student is permitted to continue in special standing more than two years. Men who enter as special students and who later wish to become candidates for the degree must satisfy all of the regular requirements for admission to the College.

PROCEDURE FOR APPLICATION FOR FINANCIAL AID

Bowdoin is one of more than three hundred colleges which ask candidates for financial aid to file information through the College Scholarship Service, P.O. Box 176, Princeton, N. J., or P.O. Box 27896, Los Angeles 27, California. This organization has been formed to simplify scholarship procedures and to make decisions on awards as fair as possible. Each applicant for financial aid should obtain the Parents' Confidential Statement Form from his school and request the College Scholarship Service to forward a copy of this statement to Bowdoin. *No other form is required by Bowdoin, and application for assistance is complete upon receipt of the Parents' Statement and the completed application for admission.* March 1 is the deadline for filing these applications. Additional material about the program of financial aid at Bowdoin may be found on pages 60-78.

Awards of financial aid are made by the Committee on Student Aid in April and are announced with the letters of admission.

All correspondence concerning admission to the College and prematriculation scholarships should be addressed to the Director of Admissions, Bowdoin College, Brunswick, Maine.

Scholarships, Loans, and Financial Aid

SCHOLARSHIP grants, loans, and student employment are the principal sources of aid for Bowdoin students who need help in meeting the expenses of their education. Bowdoin believes that a student who receives financial aid as an outright grant should also expect to earn a portion of his expenses and that he and his family should assume responsibility for repayment of some part of what has been advanced to help him complete his college course. Grants will total about $300,000 in 1963-1964 and will be made to about one-third of the entire student body. All awards are made on the basis of good rank and financial need. Since scholarship grants are not student honors, need is requisite in every case. The financial aid program is coordinated by the Director of Student Aid, to whom all applications, except those from students not yet enrolled in College, should be directed. Prospective freshmen should submit their applications to the Director of Admissions.

In recent years, more than $100,000 in loans have been made annually to students. Increasingly, long-term loans are becoming an integral part of financial aid, supplementing scholarship grants. Long-term loans may also be made to students not receiving scholarship grants on recommendation of the Director of Student Aid. Long-term loans are ordinarily made on terms similar to those offered under the National Defense Student Loan Program, with no interest being charged while the student remains in College and with provision for postponement of payment to allow for graduate study and military service. Small, short-term loans are available upon application at the Business Office.

The student employment program offers a wide variety of opportunities to undergraduates. These include direct employment by the College, employment by the fraternities, and employment by outside agencies represented on the campus or located in the community. Many jobs are assigned as a part of the financial aid program, some of them as direct supplement to grants and loans, but there are other opportunities for students who are interested, able and willing to work. Except for the assignment of a few jobs known as Bursaries, special commitments for employment are not made to freshmen until after the opening of College in September.

Prematriculation Scholarships: About sixty freshmen each year receive prematriculation awards to help them meet the expenses of their first year. Recently the range of awards has extended from $400 to $2,000. As noted above, some awards are direct grants, with others including the tender of loans and Bursaries. The size and nature of these awards depend upon the need demonstrated by the candidates. Application should be made to the Director of Admissions before March 1 of each year. Candidates are notified of prematriculation awards at the time they are notified of the decisions on their applications for admission, usually late in April of each year.

The general basis for the award of all prematriculation scholarships is the same although there are particular qualifications in several instances which are described below. For every award, however, each candidate is judged on the basis of his academic and personal promise, as well as on the degree of his financial need. In determining these, the College considers the evidence provided by the school record, the results of standardized aptitude tests, the recommendations of school authorities and others, the range and degree of the candidate's interests, and the statement of financial resources submitted on the College Scholarship Service form.

A freshman who holds a prematriculation award may be assured of continuing financial aid in like amount in his upper-class years if his need continues and his year-end grades are such as to assure normal progress toward graduation. This will ordinarily require a C– average with not more than one grade below C– and no grade below D– in regular courses. In each upper-class year the proportion of financial aid offered as a grant will be progressively decreased, and that offered as a loan increased, except in the case of certain scholarships where the full award must be made as an outright grant.

All awards of financial aid made in anticipation of an academic year, including the Freshman year, will remain in effect for the full year unless the work of the holder is markedly unsatisfactory. Awards for such men may be reduced or withdrawn for periods of not less than one-half of one Semester or more than one Semester. Awards may also be reduced or withdrawn for gross breach of conduct or discipline.

General Scholarships: Awards similar to prematriculation scholarships are granted to undergraduates already enrolled in College on the basis of their academic records and their financial need. Normally, these awards are made at the end of one academic year in anticipation of the next, but applications may also be made in

November for aid to be assigned during the Spring Semester. Awards made for a full year are subject to the same provisions covering prematriculation awards, but those made for a single Semester are not considered as setting award levels for the following year.

BURSARIES AND MAJOR EMPLOYMENT ASSIGNMENTS: So far as practicable all college student jobs paying as much as $200 per year will be assigned to students of recognized need by agreement between the Director of Student Aid, the Department Head concerned, and the students to be employed. Bursaries, assigned to incoming freshmen as part of their financial aid, are subject to similar regulations, whether they involve college jobs or work in fraternities.

GRADUATE SCHOLARSHIPS: These awards are made to students who have completed their work at Bowdoin and are pursuing advanced study at other institutions. They are described on pages 76-77.

Prematriculation Scholarships

STATE OF MAINE SCHOLARSHIPS: These are the oldest of the prematriculation scholarships and are administered by a special committee of the Faculty. Each year in the spring the College holds a competition for students who are residents of Maine and who are completing or have completed their secondary school training in the State. Students who have matriculated at other colleges are not eligible. Examinations are set by the College in English, in either Latin or mathematics, and in general information. Each year there are at least four awards in amounts which vary according to individual need, and for their assignment the State is divided into four districts. Usually an award is made to a candidate from each district. All candidates who take State of Maine Scholarship examinations are also considered for all other prematriculation awards for which they may qualify.

Other awards specifically for candidates from Maine are: the Eaton Scholarship for a resident of Washington County, the Leighton Fund Scholarships for residents of Knox County, the Moore Scholarships preferably for residents of Hancock County, and the Stetson Scholarships for residents of Lincoln County.

BOWDOIN SCHOLARSHIPS: The College offers four scholarships, varying in amount according to demonstrated need, to candidates who reside outside of the State of Maine.

BOWDOIN COLLEGE MERIT SCHOLARSHIPS: The College offers eight scholarships to be awarded by the National Merit Scholarship Corporation to eight Merit Semifinalists selected by Bowdoin College. A Semifinalist, to be considered for one of these Merit Scholarships, must indicate to the College or to the National Merit Scholarship Corporation his interest in attending Bowdoin. Merit Scholarships ranging from $100 to $1,500, depending on need, are renewed annually as long as performance is satisfactory.

ALUMNI FUND SCHOLARSHIPS: Thirty thousand dollars from the receipts of the Alumni Fund usually are set aside annually to provide scholarships for entering freshmen. These awards may be in amounts up to $2,000 depending on the financial status of each candidate, and selections are made by the Faculty Committee on Student Aid.

JOHN JOHNSTON SCHOLARSHIPS: The John Johnston Fund was established to provide scholarship aid to an able and worthy candidate, preferably from rural Maine, for whom a college education would be impossible without very considerable financial assistance. Awards from this fund are made by a committee composed of members of the Governing Boards of the College and the Director of Admissions.

BOWDOIN FATHERS ASSOCIATION SCHOLARSHIP: An award, usually equal to tuition, is made available by the Bowdoin Fathers Association to a deserving candidate from outside New England. Selection is made by a committee composed of the Dean of the College, the Director of Admissions, and a member of the Faculty Committee on Secondary Schools.

ADRIEL ULMER BIRD SCHOLARSHIP: One award of $1,000 is made each year to a resident of New England who is attending a New England school. The recipient is selected by the Dean of the College and the Director of Admissions.

THE WAYNE SIBLEY SCHOLARSHIP: One award of about $1,000 is available each year to a deserving candidate from Worcester County, Massachusetts.

THE ALFRED P. SLOAN NATIONAL SCHOLARSHIPS: The Alfred P. Sloan Foundation, Inc., offers the College two scholarships for freshmen, the recipients to be selected by Bowdoin. In most cases, these awards are renewable in the Sophomore and upper-class years. These stipends may range to a maximum of $2,000. Although the Foundation prefers to have economic need disregarded altogether as a criterion in the selection of candidates for the Sloan awards, it recognizes this would probably be impracticable.

The General Motors Scholarship: This award is made by Bowdoin each year to one member of the entering class under the terms of the College Plan of the General Motors Scholarship Program. The amount of the award is not fixed but is designed to enable the student to meet his total expenses for the year. The grant may be renewed each year in accordance with the scholarship requirements of the College.

Under this program the College receives from General Motors Corporation an additional grant for each scholarship recipient who is enrolled.

Procter & Gamble Scholarships: Starting in the fall of 1962 and adding one each year until a total of four is reached, these four-year scholarships are awarded by the College to entering freshmen. The grant from the Procter & Gamble Fund covers full tuition with an annual allowance for fees, books, and supplies, plus an annual grant of $600 to the institution. Awards will be made on the basis of financial need.

Woolf Peirez Scholarship: The Woolf Peirez Scholarship Fund was established in 1957 by L. A. Peirez to provide a scholarship for an entering freshman from New York City or Nassau County, preferably for one who is foreign-born or of foreign-born parents without means or influence.

General Scholarships

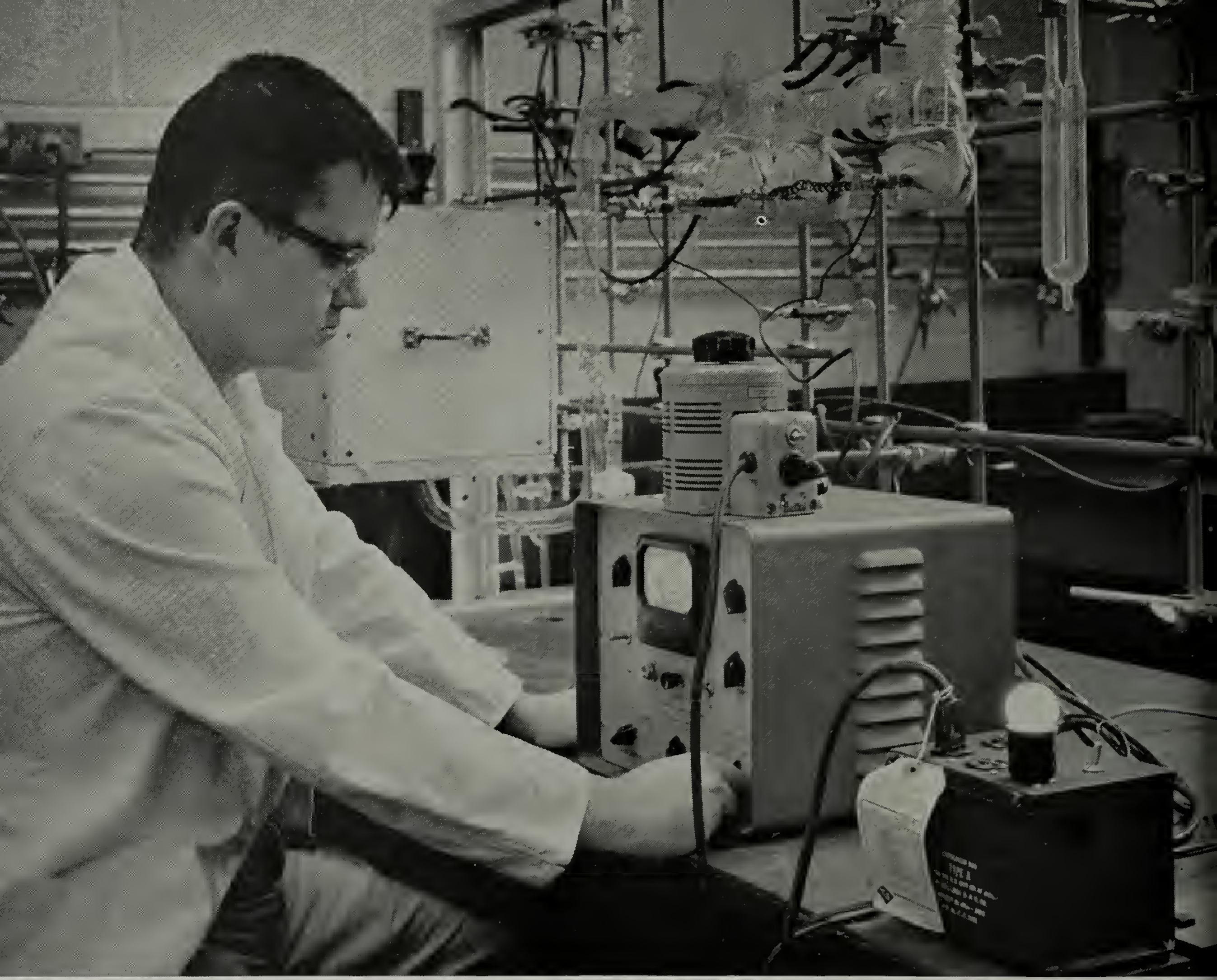
The awards made as General Scholarships are derived from funds provided by many generous donors, including alumni who contribute annually through the Alumni Fund. Most of them are assigned on an annual basis early in the summer by the Faculty Committee on Student Aid, but others, especially for freshmen, are made at the end of the Fall Semester. The scholarships are listed in alphabetical order; the dates of foundation are enclosed within parentheses. If restrictions regarding recipients exist, this information has been added.

ALPHABETICAL LIST OF SCHOLARSHIPS

Name with date of foundation		*Donor or source*	*Amount*
Clara Rundlett Achorn	(1932)	Edgar O. Achorn 1881	$10,000
Preferably to students from Lincoln Academy, Newcastle.			
Fred H. Albee 1899	(1957)	Mrs. Fred H. Albee	24,445

Above: *The Museum of Art is open to the community as well as the College,* → *and for more than sixty years has occupied a central place on the campus. Its permanent collections and temporary exhibitions are enjoyed annually by hundreds of public school students and their teachers.*

Below: *Bowdoin's twelve fraternities compete annually for the coveted Wilmot Brookings Mitchell Debating Trophy. The debates are held in the various chapter houses and are usually lively as well as informal affairs.*



Name with date of foundation		*Donor or source*	*Amount*
Stanwood Alexander	(1903)	DeAlva S. Alexander 1870	9,668
Preferably to students from Richmond, or for excellence in American History.			
Eva D. H. Baker	(1932)	Guy P. Estes 1909	4,546
Preferably to a Christian Scientist.			
Dennis M. Bangs 1891	(1918)	Mrs. Hadassah J. Bangs	4,829
Henry F. Barrows	(1950)	Fanny Barrows Reed	
One or more scholarships from a trust fund, for Protestant students.			
Freeman E. Bennett, Medical 1899 and Ella M. Bennett	(1950)	Ella M. Bennett	33,180
Harold Lee Berry	(1959)	Harold Lee Berry 1901	11,328
Beverly	(1923)	Beverly Men's Singing Club	2,544
William Bingham, 2nd	(1956)		
$1,000 annually from a trust fund. Students from Bethel, other towns in Oxford County, or from Maine.			
Adriel U. Bird 1916	(1953)	A friend	25,000
Students from New England graduated from New England schools.			
William A. Blake 1873	(1882)	Mrs. Noah Woods	3,885
George F. Bourne	(1887)	Mrs. Narcissa S. Bourne	970
John H. Brett 1905 and George M. Brett 1897	(1957)	Mrs. John H. Brett	7,259
Geraldine Brewster	(1957)	Geraldine Brewster	4,288
William Buck, Medical 1859	(1947)	Anna S. Buck	1,500
A student in the premedical course, preferably from Piscataquis County.			
Moses M. Butler 1845	(1903)	Mrs. Moses M. Butler	9,545
Buxton	(1875)	Cyrus Woodman 1836, Frank H. L. Hargraves 1916, and Gordon S. Hargraves 1919	9,548
Preference to natives and residents of Buxton.			

← *Students in advanced courses in Chemistry are encouraged to take full advantage of the admirable laboratory equipment in Parker Cleaveland Hall, which houses the Departments of Chemistry and Geology.*

Name with date of foundation		*Donor or source*	*Amount*
Florence M. Call	(1927)	Norman Call 1869	1,500
Sylvester B. Carter Residents of Massachusetts.	(1918)	Sylvester B. Carter 1866	2,726
Justus Charles	(1875)	Justus Charles	9,595
Henry T. Cheever	(1897)	Henry T. Cheever 1834	486
Chi Psi $200 annually.	(1946)	Chi Psi Fraternity	
Hugh J. Chisholm	(1915)	Mrs. Hugh J. Chisholm	15,103
Claff No award until principal reaches $25,000.	(1963)	Claff Charitable Foundation	5,000
Samuel Clark, Jr. Students serving as assistants, preferably from Portland.	(1941)	Samuel Clark, Jr.	12,500
Class of 1872	(1903)	Class of 1872	2,444
Class of 1881	(1907)	Class of 1881	3,947
Class of 1892	(1918)	Class of 1892	1,447
Class of 1896	(1917)	Class of 1896	5,800
Class of 1903 Preference to descendants of members of the Class.	(1914)	Class of 1903	19,379
Class of 1916	(1941)	Class of 1916	5,507
Class of 1920	(1938)	Class of 1920	610
Class of 1926	(1951)	Class of 1926	27,409
Class of 1929 Preference to descendants of members of the Class.	(1954)	Class of 1929	31,383
Class of 1930	(1955)	Class of 1930	13,972
Class of 1931	(1956)	Class of 1931	13,904
Class of 1932	(1957)	Class of 1932	15,636
Class of 1933 Preference to descendants of members of the Class.	(1958)	Class of 1933	11,619
Class of 1936	(1961)	Class of 1936	26,702

Name with date of foundation		*Donor or source*	*Amount*
Class of 1944	(1944)	Class of 1944	7,081
Mary Cleaves	(1872)	Mary Cleaves	3,012
Sanford B. Comery 1913	(1936)	Belmont High School and friends	1,000
Preferably to a student from the Belmont, Massachusetts, High School, or the Thomaston, Maine, High School.			
Connecticut Alumni	(1955)	Alumni Association of Connecticut	5,724
No award until principal reaches $10,000.			
Carleton S. Connor 1936	(1963)	His friends and relatives	5,070
Preference to students from Connecticut.			
Edmund C. Converse	(1922)	Edmund C. Converse	51,376
Harry S. Coombs 1901 and Jane B. Coombs	(1963)	Mrs. Jane B. Coombs	2,000
Else H. Copeland	(1955)	Melvin T. Copeland 1906	30,000
Manton Copeland	(1962)	Friends of Professor Copeland	6,550
Nelson Perley Cram 1861	(1872)	Marshall Cram	973
Ephraim C. Cummings 1853	(1914)	Mrs. Ephraim C. Cummings	2,914
Charles M. Cumston	(1903)	Charles M. Cumston 1843	24,176
Preferably to graduates of the English High School of Boston.			
Murray S. Danforth 1901	(1956)	Miss Agnes H. Danforth	10,000
Legal residents of Maine preparing for the medical or related professions.			
Deane	(1924)	Mrs. Sarah M. B. Deane	993
A deserving student showing particular ability in English Literature.			
Benjamin Delano	(1877)	Benjamin Delano	973
Delaware	(1953)	Anonymous	
An annual gift of $1,500 restricted to students from Delaware.			
Dodge	(1959)	Leon A. Dodge 1913	20,000
Most deserving student who graduated from Lincoln Academy, Newcastle, or, if none, to students from Lincoln County.			

Name with date of foundation		*Donor or source*	*Amount*
John C. Dodge	(1872)	John C. Dodge 1834 and sons	2,913
James L. Doherty 1889 and Harriet I. Doherty	(1932)	Mrs. Harriet I. Doherty	5,000
Frank N. Drew	(1926)	Franklin M. Drew 1858	2,000
Edward A. Drummond	(1914)	Edward A. Drummond	5,050
Preferably to students from Bristol.			
Charles Dummer 1814	(1874)	Mrs. Charles Dummer	6,166
Alfred I. duPont Awards Foundation Communications Scholarships	(1959)	Alfred I. duPont Awards Foundation	
Minimum awards of $500 from a fund of $5,000 for next year to juniors and seniors preparing to follow careers in the field of communications.			
Emma Jane Eaton	(1947)	Mrs. Emma Jane Eaton	10,000
Students who are graduates of the Calais High School or natives of Washington County.			
Arnold Robert Eck 1942 and Charles Everett Eck 1941 Memorial Scholarships	(1947)	Mrs. Edith Eck Boyer	
Two scholarships of $250 each annually, one to a member of the Chi Psi Fraternity.			
Ayres M. Edwards 1880	(1937)	Mrs. Ayres M. Edwards	5,375
John F. Eliot	(1932)	John F. Eliot 1873	35,676
And Emerson	(1875)	And Emerson	7,245
Lucilius A. Emery 1861 and Anne Crosby Emery	(1933)	Mrs. Anne Crosby Emery Allinson	12,073
For an individual boy to be selected by the Dean of the College.			
Dana Estes	(1912)	Dana Estes	2,460
Guy P. Estes	(1959)	Guy P. Estes 1909	100,000
Lewis Darenydd Evans II 1946	(1950)	Frank C. Evans 1910 and Mrs. Evans	54,178
As scholarships or loans to students from the State of Maine.			
Hugh F. Farrington 1944	(1947)	Mrs. Hugh F. Farrington	200
A member of the Phi Delta Psi Fraternity to be awarded at the end of his Junior year.			

Name with date of foundation		*Donor or source*	*Amount*
George W. Field	(1881)	George W. Field 1837	4,066
Preference, first, to students or graduates of the Bangor Theological Seminary, and, second, to graduates of the Bangor High School.			
Edward Files	(1960)	C. Edward Files 1908	3,600
Joseph N. Fiske	(1896)	Mrs. Joseph N. Fiske	973
Benjamin A. G. Fuller 1839	(1916)	Anonymous	1,242
Preference to a student from Augusta.			
George Gannett 1842	(1913)	Mrs. George Gannett	6,289
William L. Gerrish 1864	(1890)	Frederic H. Gerrish 1866	973
Charles H. Gilman 1882	(1924)	Mrs. Charles H. Gilman	1,000
Given Foundation	(1960)	Given Foundation	100,000
Edwin W. Gould	(1936)	Edwin W. Gould, Medical 1887	1,000
Joseph Gumbel 1906 and Lester Gumbel 1906	(1960)	Lester Gumbel	20,000
Henry W. and Anna E. Hale	(1945)	Anonymous	15,154
John P. Hale 1827	(1916)	Mrs. John P. Hale and Mrs. Elizabeth H. Jacques	3,780
Hall-Mercer	(1940)	Rev. Alexander G. Mercer	74,726
John F. Hartley 1829	(1915)	Frank Hartley	13,988
Students or graduates intending to enter the profession of the law.			
Moses Mason Hastings	(1933)	Mrs. Agnes L. H. Dodge	8,753
Preferably to students from Bethel and Bangor.			
Hasty	(1912)	Almira K. Hasty	1,000
Preferably to students from Portland or Cape Elizabeth.			
Ernest Lawrence Hill	(1960)	Mrs. Annette S. Hill	117,500
Lucien Howe	(1931)	Lucien Howe 1870	44,167
Preferably to students intending to study ophthalmology or allied subjects.			
Caroline Huntress	(1943)	Roderick L. Huntress 1927	979

Name with date of foundation		*Donor or source*	*Amount*
Guy H. Hutchins	(1943)	Guy H. Hutchins, Medical 1899	1,000
A student majoring in Biology or Chemistry.			
Winfield S. Hutchinson 1867	(1959)	Mrs. Winfield S. Hutchinson	33,416
Ireson-Pickard	(1960)	Jennie E. Ireson	5,000
Howard R. Ives 1898	(1917)	Friends of Mr. Ives	38,038
Henry W. Jarvis 1891	(1954)	Mrs. Eleanor Jarvis Newman	1,000
Alfred Johnson	(1870)	Alfred Waldo Johnson 1845	2,913
John Johnston 1832	(1938)	Albert Johnston	25,000
Sarah Maude Kaemmerling	(1959)	Sarah Maude Kaemmerling	67,083
Kappa	(1947)	Charles S. F. Lincoln 1891	3,388
To a member of the Psi Upsilon Fraternity.			
Frank H. Kidder	(1930)	Frank H. Kidder	21,333
Preference to graduates of Thayer Academy or students from Massachusetts.			
Kling	(1934)	Charles P. Kling	50,000
Provides tuition and books for students of Colonial or Revolutionary ancestry.			
George B. Knox	(1962)	George B. Knox 1929 and Mrs. Knox	24,930
Preference to students from California or the Pacific Coast as scholarships or financial aid.			
Lally	(1902)	Frederic E. Lally 1882	486
Joseph Lambert	(1896)	Mrs. Ann E. Lambert	970
John V. Lane 1887	(1942)	Susan H. Lane	5,000
Lawrence	(1926)	Mrs. Samuel C. Lawrence	25,000
Lawrence Foundation	(1847)	Mrs. Amos Lawrence	6,220
Students residing in the State of Maine.			

Name with date of foundation		*Donor or source*	*Amount*
Richard Almy Lee 1908	(1910)	Elizabeth Lee Eliot and Sylvia Lee	2,000
Preference to a member of the Beta Theta Pi Fraternity.			
Edward K. Leighton	(1953)	Edward K. Leighton 1901	
A part of the income of the Edward K. Leighton Fund. Students residing in Knox County.			
Leon Leighton and Margaret B. Leighton	(1944)	Leon Leighton, Jr. 1919	10,000
Preference to descendants of alumni of Bowdoin College.			
Weston Lewis 1872	(1919)	Mrs. Weston Lewis	15,000
Charles F. Libby	(1945)	Charles F. Libby 1864	3,270
A student and resident of Portland, preferably pursuing a classical course.			
Agnes M. Lindsay	(1953)	Agnes M. Lindsay Trust	
An annual gift of $8,000.			
Amos D. Lockwood	(1888)	Mrs. Sarah F. Lockwood	1,103
George C. Lovell	(1917)	Mrs. George C. Lovell	1,974
Preference to a student from Richmond.			
Lubec	(1961)	Sumner T. Pike 1913	34,275
Preference to current or former residents, or descendants of residents, of Lubec, with second preference to students similarly associated with other communities in Washington County.			
Moses R. Ludwig and Albert F. Thomas	(1884)	Mrs. Hannah A. Ludwig	1,017
Earle H. Lyford 1896	(1956)	Mrs. Earle H. Lyford	2,000
Scott S. McCune	(1963)	Mr. and Mrs. G. W. McCune, Jr., and George B. Knox 1929	17,500
Preference to students from Idaho and Utah.			
S. Forbush McGarry, Jr.	(1941)	S. Forbush McGarry, Jr. 1936	2,000
George C. Mahoney	(1939)	George C. Mahoney 1891	8,310
Richard S. Mason	(1958)	Jane Graham Mason	
One-third of the income of a fund of $40,000.			
Charles P. Mattocks 1862	(1955)	Mary M. Bodge	2,000

Name with date of foundation		*Donor or source*	*Amount*
Francis L. Mayhew	(1922)	Mrs. Calista S. Mayhew	6,333
James Means 1833	(1885)	William G. Means	2,040
Joseph E. Merrill	(1909)	Joseph E. Merrill 1854	
The sum of $4,000 annually from the income of this fund. To American-born students, preferably those born in Maine.			
Edward F. Moody 1903	(1912)	Inez A. Blanchard	2,354
To a meritorious student for proficiency in Chemistry.			
Jennie L. Moody	(1947)	William A. Moody 1882	20,000
Hoyt A. Moore	(1954)	Hoyt A. Moore 1895	100,000
For Maine boys, preferably from Ellsworth and other places in Hancock County.			
Freedom Moulton	(1933)	Augustus F. Moulton 1873	10,395
Edward H. Newbegin 1891	(1909)	Henry Newbegin 1857	1,456
Guilford S. Newcomb 1848	(1939)	Edward R. Stearns 1889	1,000
A worthy student from Warren.			
Crosby Stuart Noyes	(1897)	Crosby Stuart Noyes	3,885
Preference to natives or residents of Minot.			
O'Brien	(1935)	Mrs. Harriet O'Brien Walker	5,000
Preferably to students from Machias.			
Alpheus S. Packard 1816	(1905)	Alpheus S. Packard 1861	2,000
A student in Botany, Geology, or Zoology.			
Abby Page	(1919)	Harvey D. Gibson 1902	
Two scholarships of $250 each to two boys of each graduating class in Fryeburg Academy, to be selected by the Trustees of the Academy.			
George W. Parsons 1887	(1957)	Harry S. Parsons	2,500
To a student from Brunswick.			
John H. Payne	(1947)	John H. Payne 1876	9,500
Preferably students born and brought up in the State of Maine.			
Payson	(1935)	Mrs. Charles H. Payson	51,125
Roland M. Peck 1870	(1917)	Anna Aurilla Peck	973

Name with date of foundation	*Donor or source*	*Amount*
Woolf Peirez (1958)	L. A. Peirez	12,264
Students from New York City or Nassau County, preferably those who are foreign born or are of foreign-born parents.		
Arthur L. Perry 1874 (1936)	Mary A. Perry	5,000
Trueman S. Perry (1939)	Trueman S. Perry 1850	882
A student looking to the Evangelical ministry as a profession.		
Margaret M. Pickard (1954)	John C. Pickard 1922	25,000
Elias D. Pierce (1878)	Mrs. Lydia Pierce	1,020
Stanley Plummer (1920)	Stanley Plummer 1867	2,016
Preference to students born in Dexter.		
Potter (1950)	Caroline N. Potter	52,500
Walter Averill Powers 1906 (1963)	Ralph A. Powers 1913	10,000
A student residing in the State of Maine.		
John Finzer Presnell, Jr. 1936 (1947)	Mr. and Mrs. John F. Presnell	1,000
A student of high Christian principles.		
C. Hamilton Preston (1955)	C. Hamilton Preston 1902	2,000
Annie E. Purinton (1908)	Mrs. D. Webster King	5,005
Preference to a Topsham or Brunswick boy.		
Henry B. Quinby 1869 (1930)	Mrs. Gurdon Maynard	43,000
Preference to students from Maine, of American ancestry on both sides.		
Returned (1933)	Various persons	7,473
C. Earle Richardson and Ethel M. Richardson (1963)	C. Earle Richardson 1909	85,000
Preference to students from Maine.		
Rotary (1956)	779th District of Rotary International	
Available every third year. The last award was $1,100.		
Walter L. Sanborn Oxford County Scholarship (1948)	Walter L. Sanborn 1901	19,336
Residents of Oxford County, preferably from Norway and Paris.		
Mary L. Savage (1872)	William T. Savage 1833	1,068

Name with date of foundation		*Donor or source*	*Amount*
Stephen Sewall	(1873)	Stephen Sewall	1,068
William B. Sewall	(1870)	Mrs. William B. Sewall	1,129
Charles B. Shackford 1863	(1963)	Martha Hale Shackford	10,000
A student or students studying in the humanities.			
Charles Wells Shaw	(1942)	Mrs. William C. Merryman	1,000
Preference to residents of Bath or Brunswick.			
Shepley	(1871)	Ether Shepley	973
Sherman N. Shumway 1917	(1959)	His family	72,632
Students giving evidence of interest and ability in accomplishing leadership in campus activities and citizenship.			
Wayne Sibley	(1956)	George I. Alden Trust	25,000
Preference to a student from Worcester County, Massachusetts.			
Freeman H. and Anne E. Smith	(1934)	Mrs. Cora A. Spaulding	2,000
To two students preferably from North Haven, Vinalhaven, or Rockland.			
Joseph W. Spaulding	(1926)	Mary C. Spaulding	2,500
To a member of the Freshman Class.			
Ellis Spear	(1919)	Ellis Spear 1858	11,006
William E. Spear 1870	(1924)	Mrs. William E. Spear	1,195
John G. Stetson 1854	(1954)	Marian Stetson	58,975
Preference to boys from Lincoln County.			
William Law Symonds 1854	(1902)	His family	3,367
Preference to a student showing tendency to excellence in Literature.			
Jane Tappan	(1956)	Mrs. Margaret Tappan Shorey	7,000
W. W. Thomas	(1875)	William Widgery Thomas	5,828
Earle S. Thompson	(1961)	Earle S. Thompson 1914	30,052
Preference, first, to graduates of high schools in Sagadahoc County or whose homes are in that County, and, second, to those resident in the State of Maine.			

Name with date of foundation		*Donor or source*	*Amount*
Frederic Erle Thornlay Tillotson	(1962)	Friends of Professor Tillotson	4,012
A freshman interested and talented in Music.			
Charles I. Travelli	(1948)	Charles I. Travelli Fund	
Annual stipends awarded from year to year by the Trustees of the Fund to students of high character and scholastic standing whose participation in extracurricular activities and whose "campus citizenship" have contributed significantly to the interests of the College as a whole.			
Hiram Tuell 1869	(1946)	Harriet E. and Anne K. Tuell	500
21 Appleton Hall	(1940)	Former occupants	3,000
Walker	(1935)	Annetta O'Brien Walker	25,000
John Prescott Webber, Jr. 1903	(1902)	John P. Webber	2,654
George Webster 1859	(1948)	Mary L. Webster	3,000
Wentworth	(1937)	Walter V. Wentworth 1886	1,000
Ellen J. Whitmore	(1903)	Ellen J. Whitmore	1,943
Huldah Whitmore	(1887)	William G. Barrows 1839	4,856
Nathaniel M. Whitmore 1854 and George S. Whitmore 1856	(1887)	Mrs. Mary J. Whitmore	2,096
Frederick W. Willey and Elizabeth M. Willey	(1963)	Frederick W. Willey 1917 and Mrs. Willey	4,847
No award for ten years.			
Richard Woodhull 1827	(1912)	Mrs. Mary E. W. Perry	9,964
Preference to the descendants of the Reverend Richard Woodhull.			
Cyrus Woodman 1836	(1903)	Mary Woodman	8,176
Louis J. Zamanis	(1961)	Mrs. Louis J. Zamanis	5,000

In recent years numerous corporations, foundations, and individuals have made gifts for scholarship purposes. Such gifts are listed each year in the *Financial Reports*.

Graduate Scholarships: Arts and Sciences

CHARLES CARROLL EVERETT SCHOLARSHIP. A fund of $13,993 bequeathed by Miss Mildred Everett in memory of her father, Charles Carroll Everett, D.D., of the Class of 1850, the net income of which is given to that graduate of Bowdoin College whom the President and Faculty shall deem the best qualified to take a postgraduate course in either this or some other country. (1904)

GUY CHARLES HOWARD SCHOLARSHIP. A fund of $21,155 bequeathed to the College by Miss Ethel L. Howard in memory of her brother, Guy Charles Howard, of the Class of 1898, the income of which is to be used to enable "some qualified student to take a postgraduate course in this or some other country, such student to be designated by the Faculty." (1958)

HENRY W. LONGFELLOW GRADUATE SCHOLARSHIP. A fund of $10,058 given by the daughters of Henry W. Longfellow, of the Class of 1825—Miss Alice M. Longfellow, Mrs. Edith L. Dana, and Mrs. Annie L. Thorpe—for a graduate scholarship "that would enable a student, after graduation, to pursue graduate work in some other college, or abroad if considered desirable; the work to be done in English, or general literature, and the field to be as large as possible—Belles Lettres in a wide sense. The student to be selected should be one not merely proficient in some specialty, or with high marks, but with real ability in the subject and capable of profiting by the advanced work, and developing in the best way." (1907)

GALEN C. MOSES GRADUATE SCHOLARSHIP. A fund of $5,010 bequeathed by Emma H. Moses in memory of her husband, a member of the Class of 1856, the income "to be awarded and paid to the student most proficient in any natural science during his undergraduate course, who shall actually pursue a postgraduate course in such science at any recognized college or university; said income to be paid to such student for a period not exceeding three years, unless he sooner completes or abandons said postgraduate course." (1934)

O'BRIEN GRADUATE SCHOLARSHIP. A fund of $20,000 given by Mrs. John Washburn, of Minneapolis, in memory of her uncles, John, William, Jeremiah, and Joseph O'Brien, for a "scholarship, preferably a graduate scholarship, for a student, or students, to be selected annually by the Faculty, who shall be deemed most suitable to profit by travel or advanced study, either in this country or abroad." (1937)

In addition to the scholarships indicated here, Bowdoin students will be nominated and placed in competition for the Rhodes Scholarships, Woodrow Wilson Fellowships, and the Marshall Scholarships, and may apply for Fulbright Scholarships for study abroad, National Science Foundation Graduate Fellowships, and other fellowships supported by the Government, foundations, or universities.

Graduate Scholarships: Medicine

Garcelon and Merritt Fund. About $9,000 from the income of this fund, established in memory of Seward Garcelon, of the Medical Class of 1830, and Samuel Merritt, of the Medical Class of 1843, is appropriated annually for medical scholarships. The larger part of the amount is awarded to students pursuing their studies in medical schools, and the remainder may be assigned to students in the College who are taking premedical courses; but, in the discretion of the Trustees, all of the income available may be assigned to students in medical schools.

Awards are made only to "worthy and struggling young men ... in need of pecuniary aid," and preference is given to graduates and former students of Bowdoin College. Applications from men not graduates or former students of Bowdoin College, but who are residents of the State of Maine, may be considered after they have completed one year in medical school.

Applications for medical scholarships must be made upon forms furnished by the President of the College, and must be received by the President before December 1.

Loan Funds

The following Loan Funds were established to assist students in unexpected circumstances to continue their college courses. Applications for loans should be addressed to the Director of Student Aid.

Name with date of foundation		*Donor or source*	*Amount*
Bowdoin	(1959)	Appropriation	$28,771
George O. Cummings Administered by the Deans.	(1943)	George O. Cummings 1913	2,092
George P. Davenport Loan and Trust Fund	(1908)	George P. Davenport 1867	13,806

Name with date of foundation		*Donor or source*	*Amount*
George P. Davenport Student Loan Fund Preference to graduates of Morse High School, Bath, Maine.	(1959)	Trustees of the Davenport Fund	2,235
Fund to Aid Worthy Students	(1941)	Anonymous	16,937
Augustus T. Hatch 1897	(1958)	Davenport-Hatch Foundation, Inc.	5,226
Albion Howe 1861	(1903)	Lucien Howe 1870	4,543
Edward P. Hutchinson Administered by the Deans.	(1940)	Edward P. Hutchinson 1927	561
Arthur S. Libby 1899	(1949)	Mrs. Arthur S. Libby	1,397
Charles W. Marston 1896	(1960)	Mrs. Charles W. Marston	5,237
Meddiebempsters'	(1950)	"The Meddiebempsters"	577
Carleton P. Merrill 1896	(1963)	Ella P. Merrill	5,000
New England Society Loan Fund	(1947)	New England Society in the City of New York	2,200
New England Society Student Aid Fund Preference to students from New York City metropolitan area.	(1960)	New England Society in the City of New York	25,000
President's	(1919)	Various donors	22,426
Alfred P. Sloan Foundation	(1960)	Alfred P. Sloan Foundation	11,447

In addition, under the terms of The National Defense Education Act Loan Fund, about $250,000 has been provided by grants from the United States Government and supplemented by the College. Loans are made as provided under Title II, Public Law 85-864 of September 2, 1958—The National Defense Education Act of 1958. (1959)

The Curriculum

THE objectives of the College are clearly stated in BOWDOIN: A LIBERAL COLLEGE on pages 18-19. Through the years the College has clung to those objectives. It has sought to teach its students:

(1) To be more widely informed and more deeply understanding by helping them to gain a more accurate knowledge of the world in which they are living by means of an awareness of the contributions of the arts and sciences of the ancient and modern civilizations;

(2) To become wiser by training them to think analytically, and encouraging them to develop a set of values by which to order their lives, and to make relevant use of their knowledge for the common good; and

(3) To be more effective by developing their power to give clear, cogent, and interesting oral and written expression to what they think and believe.

The program falls into two well-defined stages—each with its own requirements and objectives—leading to the degree of Bachelor of Arts. The first of these stages, designed to provide breadth of education, is based upon the principle of distribution. In it the student is introduced to several of the great fields of knowledge, including an introduction to the possibilities of the laboratory, and he is given a close look under scholarly direction at one field of literature. He develops through constant practice his ability to write and speak and he sharpens his powers of analysis by experience in various subjects under no less various instructors. The foundations thus laid, the student is in a position to develop his interests.

The second of the stages is based upon the principle of concentration. Its chief feature is the major program which seeks to add depth to a student's knowledge of some one field and through this intensification to bring a quickening interest, to teach the student to coordinate what he knows so that he may see knowledge as a whole, and to train him to organize and present his material so that he can communicate it effectively to others. The details of this plan of concentration are explained in THE SECOND TWO YEARS on pages 83-84, and the succeeding sections on the major program.

THE FRESHMAN YEAR

The program for a freshman is:

(1) *English 1-2* or an advanced course in English for which he may qualify, and *English 3-4.*

(2) *Physical Education.*

(3) A course toward the satisfaction of the language requirement. That course may be any one of the following or a more advanced course in the same Department: *French 1-2; German 1-2; Greek 1, 2; Latin 3, 4; Russian 1-2; Spanish 3-4.* (Students electing *Spanish 3-4* must first pass a qualifying examination given by the Department.)

(4) A year's work in laboratory science or a year's work in mathematics.

(5) A second language, ancient or modern, or any course which is open to him offered by a major Department in Division II or III.

The courses at present open to freshmen in Divisions II and III are:

Biology 1-2
Chemistry 11, 12
Government 1-2
History 1-2
Mathematics 9
Mathematics 11, 12
Mathematics 14
Philosophy 11-12
Physics 11-12
Sociology 1-2

Freshmen should note especially item 5 in Additional Regulations on page 91.

THE SOPHOMORE YEAR

Two courses in each Division into which the curriculum is divided must be completed by the end of the Sophomore year. (In special programs such as the Combined Plan it may be necessary to allow greater flexibility in some cases.) Courses leading to the completion of the requirements in foreign languages and in oral and written English must ordinarily be continued until the requirements are satisfied. Five regular courses and *Physical Education* must be taken each Semester, except that students enrolled in the Military Science program have the option of postponing their fifth course to the Junior year.

By the end of his Sophomore year each student must choose both his major subject after consultation with the Department con-

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Above: *The climax of the dramatic season each year is the Shakespearean production* → *by the Masque and Gown. Here is a scene from* Romeo and Juliet *on the wide stage of Pickard Theater.*

Below: *A scene from a student-written play. The College encourages creative writing.*

cerned, and a minor planned with and approved by that Department.

Sophomores should note especially item 5 in ADDITIONAL REGULATIONS on page 91.

REQUIREMENTS FOR THE DEGREE

For the degree of Bachelor of Arts the student must fulfill the requirements listed below:

I. DISTRIBUTION REQUIREMENTS

In order to provide his entire program with suitable breadth, each student is required to meet certain distribution requirements. For this purpose the curriculum is divided into the following three divisions:

Division I
The Humanities

Art
Classics
English
French
German
Greek
Italian
Latin
Music
Philosophy
Religion
Russian
Spanish

Division II
Mathematics & Sciences

*Astronomy
*Biology
*Chemistry
*Geology
Mathematics
*Physics
Psychology

Division III
The Social Studies

Economics
Government
History
Philosophy
Sociology

Each student is required to complete four semester courses in each Division. Two of the courses in each Division must be completed by the end of the Sophomore year. No more than two Semesters in any one subject may be counted toward meeting the distribution requirements. In Division I the distribution requirements are satisfied only by courses at the literature level in foreign language Departments and only by courses counting toward the major in the Department of English.

(In special programs such as the Combined Plan it may be necessary to allow greater flexibility in some cases.)

The starred subjects satisfy the laboratory science requirement.

NOTE: Astronomy and Geology satisfy the laboratory science requirement only for students with a year's work in college mathematics.

← Above: *Frequent individual conferences are a feature of the major programs planned to prepare students for their comprehensive examinations in their special fields of concentration.*

Below: *Foreign students chat with their hostess in a college home. Each year the College brings representatives from many parts of the world to its campus* (cf. pp. 186-187).

II. SPECIFIC REQUIREMENTS

A. ORAL AND WRITTEN ENGLISH:

1. *English 1-2* and *English 3-4* (Public Speaking).

2. Acceptable English in both oral and written work in all courses.

B. PHYSICAL EDUCATION:

Two years of *Physical Education.*

C. FOREIGN LANGUAGES:

The requirement may be completed in three ways:

1. By taking two years of French, German, Spanish, Russian, Greek, or Latin.

2. By taking a year course in the literature of one of the above languages.

3. By taking a year course in advanced oral composition in French, German, or Spanish.

NOTE: Students electing Spanish to satisfy the language requirement must begin at the second- or third-year level after passing a qualifying examination.

D. LABORATORY SCIENCE:

Completion of two Semesters in laboratory science. This requirement must be undertaken not later than the beginning of the Junior year. The courses taken count toward the distribution requirements.

E. LITERATURE:

Completion of two Semesters of literature in the original language. The courses taken may count toward the distribution requirements and the language requirement.

F. MAJOR AND MINOR:

Completion of a major field of concentration and of a minor.

G. SENIOR SEMINARS:

Beginning with the Class of 1965, completion of two senior seminar courses, one in the Fall Semester and one in the Spring Semester of the Senior year. These seminars are *not* to be subjects in the student's major department, and at least one of the two seminars must be outside not only the department but outside the division—science, the humanities, or the social studies—in which the major department falls.

H. COURSES AND GRADES:

1. To be eligible for a degree, a candidate must have completed thirty-four semester courses or their equivalent and either the

major course of his Department or the two semester courses offered in lieu of the comprehensive examination.

2. Each student is required to achieve a grade of C– or higher in at least 20 semester courses offered to fulfill the course requirement for graduation.

3. A year course is equivalent to two semester courses. *English 3-4; Military Science 11-12, 21-22;* and *Physical Education* are not counted in the requirements set forth in H.

I. Residence:

To be eligible for a degree, a candidate must have been in residence at Bowdoin College for at least one year.

No student shall be permitted to remain at Bowdoin for more than nine Semesters of full-time work.

N.B. In fulfilling the requirements for the degree any student especially qualified to do so may take a course not otherwise open to him in lieu of the one required with the consent of the Department concerned and of the Recording Committee.

THE SECOND TWO YEARS

The Bowdoin curriculum is based upon the principles of distribution and concentration. The requirements of the first two years, while permitting a wide range of choice among Departments and among courses within each Department, have been planned to insure a proper attention to fundamentals, and to serve as a basis for intelligent specialization in the upper-class years. In the second two years the student completes his distribution requirements, has considerable opportunity for the free election of courses, and, most important of all, carries out his major program. This experience gives the student an opportunity to develop his powers:

(1) By adding depth to his knowledge so that he may know not only something about a great many things but also much about some one thing; with this intensification should come quickening interest;

(2) By training him to coordinate what he knows and to relate one thing to another so that he may begin to see knowledge as a whole and not as isolated bits of information; and

(3) By requiring him to organize and to present what he knows so that he can communicate it effectively.

To some extent at least the first two years depend upon discipline. The requirements for the most part are laid down for the student.

The last two years depend upon interest. Here the student must be prepared to make broad choices on his own responsibility.

MAJOR PROGRAMS

A major program is offered by every Department which has been authorized by the Faculty to do so. The departmental requirements for each major are listed in COURSES OF INSTRUCTION on pages 94-156.

Special major programs, involving work in more than one Department and designed to meet an individual, cultural, or professional objective, may be offered if approved by the Faculty on recommendation of the Curriculum and Educational Policy Committee and of the Departments concerned.

THE CHOICE OF A MAJOR

Each student must choose his major by the end of his Sophomore year after consultation with the Department concerned. During the week preceding the spring vacation, the Registrar shall post hours for faculty conferences with sophomores regarding choice of a major. No student may major in a Department unless he has satisfied the Department that he is able to do work of at least C– quality in its courses. Changes in major programs may take place only with the permission of the Recording Committee following the submission of a written request stating the reason for the change. Such request must also be approved by the Departments concerned.

THE REQUIREMENTS FOR THE COMPLETION OF A MAJOR PROGRAM

Each student shall pass at least six semester course units approved by the major Department, and, where appropriate, the major course, with a grade of C– or better in more than half of those offered for the major or of those used to satisfy the course requirements of the Chemistry, Mathematics, or Physics Departments.

Each student shall complete a minor planned with and approved by his major Department, consisting of four semester units in one Department, or two semester units in each of two related Departments.

Each student shall pass a comprehensive written examination, and, if required by the Department, an oral examination. The Departments of Chemistry, Mathematics, and Physics may permit a student to substitute for the comprehensive examination two extra courses in addition to those otherwise required for graduation.

Each student shall take a regular course in his major Department in each Semester of his Senior year.

THE MAJOR COURSE

Each student who is to take a comprehensive examination shall complete satisfactorily the major course of his Department which shall be in addition to those otherwise required for graduation. The major course shall consist of at least four seminars or conferences in each of the last four Semesters, and shall include a substantial amount of written work. The Departments of Chemistry, Mathematics, and Physics, in special cases, may waive the two extra courses referred to above, and require equivalent major work in the Senior year as preparation for a comprehensive examination.

A Department may give warnings in its major course; such warnings shall be equivalent to those given in other courses. The grade for the major course may or may not be the same as that given for the major examination. It shall not be given until the major examination has been taken.

ADMINISTRATIVE PROVISIONS

Major examination grades shall be recorded on the student's transcript of grades. Announcement of the results shall be made through the Dean's Office only.

Students who have passed their major examinations with a grade of B– or better shall be exempted, if they so desire, from the final examinations in the courses being offered for their major after consultation with the faculty members concerned.

Students who fail in the major examinations are entitled to reexamination only with the consent of the Department concerned and of the Recording Committee. Save in exceptional circumstances such reexamination shall not be given until the lapse of at least a three-month interval.

A student shall normally take his major examination during his final Semester. Any student who is authorized by the Recording Committee to complete his work for the degree by taking summer courses shall with the consent of the Dean take a major examination in the regular period of the Spring Semester.

The major examination shall be given during a period immediately preceding final examinations, as designated by the Dean of the College. The date shall be listed in the College Catalogue.

THE HONORS PAPER

A student with honor grades, i.e., B– or better, in courses offered in his major subject (or, for the exceptional case of the candidate admitted with lower grades, an honor's grade average) may during his Junior year become a candidate for a major with honors and as such will prepare an honors paper under tutorial supervision. In exceptional cases a Department may also accept as candidates students with lower grades. If the work is to be done in the Fall Semester, a definitive plan for this paper must be presented by the student, approved by the Department, and filed in the Dean's Office by October 1 of the candidate's Senior year. If the work is to be done in the Spring Semester, the date for filing in the Dean's Office is December 1. A project in music, the fine arts, or letters may be substituted for the honors paper, and shall be accompanied whenever appropriate by a supplementary written explanation. The honors work described above shall be graded and shall count as a course unit in the final Semester. The honors work for the major may be a special project as described below.

SPECIAL HONORS PROJECT

A student considered by his major Department to have exceptional promise for individual work may with the endorsement of the Department submit to the Recording Committee a special honors project in the field of his major work. A definitive plan shall be submitted during the Semester immediately preceding inception of the project. To pursue this project the student may with the consent of the Recording Committee be released from not more than four courses in the final three Semesters as specified in the plan submitted. A student to be eligible must have completed satisfactorily five Semesters, and must have arranged a future course schedule that will fulfill all group, language, and other curricular requirements as well as such course work of the major as his Department shall require. A grade for the project shall be entered on the student's record in lieu of the grades for the courses from which he was released. A student may by agreement between himself and his major Department discontinue a special honors project. On recommendation of the Recording Committee he may receive credit and a grade for those Semesters that have been completed.

THE AWARD OF HONORS

Departmental Honors

Award of departmental honors shall be on the basis of: (a) honor grades in the major course units required, and, when offered, in the major course; (b) honor grades in a written and oral comprehensive examination, or in the two extra courses required as an equivalent by the Departments of Chemistry, Mathematics, and Physics; and (c) initiative, originality, and high attainment in the honors work under tutorial supervision as evidenced by an honor grade.

All written work accepted as fulfilling honors requirements shall be deposited in the Library in a form specified by the Library Committee.

The degree with honors in his major subject shall be awarded to a student who has exceptionally distinguished himself in that subject. It shall be awarded in three grades: with *honors,* with *high honors,* and with *highest honors.* The award shall be made by the Faculty on recommendation of the Department.

General Honors

A degree *summa cum laude* shall be awarded to a student who has obtained an average grade of 93.5 or better in the necessary number of Bowdoin courses presented for the degree, who has been in residence at Bowdoin for at least three years, and who has been awarded at least *high honors* in his major subject.

A degree *magna cum laude* shall be awarded to a student who has obtained an average grade of 93.5 or better in the necessary number of Bowdoin courses presented for the degree and who has been in residence at Bowdoin for at least three years; or who has obtained an average grade of 91.5 or better in the necessary number of Bowdoin courses presented for the degree, who has been in residence at Bowdoin for at least two years, and who has been awarded at least *honors* in his major subject.

A degree *cum laude* shall be awarded to a student who has obtained an average grade of 85.0 in all Bowdoin courses presented for the degree.

THE SENIOR CENTER PROGRAM

In September, 1964, Bowdoin College will inaugurate a pioneering development in liberal arts education: The Bowdoin College Senior Center Program. Prospective students and their parents, secondary school principals, guidance directors, and teachers will be interested in the concepts and the main features of this new Program, which is unique among liberal arts colleges for men.

The Objective

Briefly, the objective of the Senior Center Program is to offer the college senior a more meaningful and rewarding educational experience as the climax to his undergraduate years. After three years of college, conventional lectures, examinations, and grades do not offer their earlier challenge. The modern undergraduate in his last year of college needs not merely mastery of subject matter but a mature approach to learning that will enable him to continue his self-education throughout his life. Although the focus of this new Bowdoin Program is directly and specifically on the Senior year, its impact will stimulate underclassmen as well.

The Senior Center Program, the result of a five-year study by the Governing Boards, Faculty and Officers, Alumni and Students of the College, introduces curricular changes combined with a broad and more sophisticated program of cocurricular activities. The new buildings to house the Program and to provide living quarters for all seniors have been specifically designed to meet most effectively the objectives of the Program and will be under construction during the current year.

The Curriculum

Expanded opportunities for independent study and the introduction of Senior Seminars are the most significant features of the new curriculum for seniors.

All departments of instruction will increase the emphasis placed upon individual initiative and responsibility in their major programs. Independent study opportunities will be available not only to honors candidates but to all students whose professors believe they can profit from doing the sort of research project previously open solely to honors candidates. Inherent in the program for independent study is the concern of the Bowdoin Faculty that all students should work at their highest level of capability. As a senior, each man should be stimulated by such opportunity, regardless of earlier performance; the development of promising research talent should proceed without undue emphasis upon the formal academic credentials.

The Senior Seminars will provide opportunities for the exploration of ideas that are outside the senior's field of concentration. These Seminars are not intended to span an entire field of knowledge; rather they are to be concerned with a segment of a larger field of study. Whenever possible they will cut across the lines of the traditional disciplines. To cite two examples, a professor of government is developing a seminar on "The Supreme Court and the First Amendment," and a professor of chemistry has proposed a seminar in "Radiochemistry," designed for the nonscience major who may be interested in such factors as its legal problems or possible economic impact.

The Seminars will confront the senior with ideas that are not packaged in the usual academic forms and will be without formal lectures, stated regular class hours, or the usual grades. They will require of the student a method of inquiry and study most nearly like that which should characterize his conduct of a varied intellectual life as an adult, demonstrating that the educated man can and must delve into areas of endeavor that may be new or strange to him.

The Cocurricular Program

Learning involves total experience. It should not and does not stop when the student leaves the classroom. The Senior Center Program is concerned with the total educational environment.

Contact between seniors and a distinguished college visitor will not be limited merely to attending his lecture and perhaps a brief exchange during the question period. The many outstanding lecturers who come to Bowdoin each year will be asked to stay on for a day or several days, living in guest suites in the Senior Center, eating with seniors in the dining room, with ample opportunity for informal discussions with small groups of students and for individual conversations.

The Senior Center will make for much greater contact with members of the Bowdoin Faculty, who will frequently dine with their students and hold meetings or conference discussions in the seminar rooms located throughout the Center. The Director of the Senior Center Program will reside in the Center, as will several other members of the Faculty, to make informal consultation easy and meaningful.

The Director will relate the total Program to the over-all educational objectives of the College. He will plan events for the Center, correlate student interests with scheduled events, and effect liaison between the Faculty and seniors. By being in residence, he will be able to give continuing assessment to the effects of the Program and to assure a stimulating and exciting sequence of educational experiences.

To assist the senior with his postcollege planning, a broad advisory program of career guidance will be available to him, the concept of which goes beyond job placement. Recent graduates, alumni with longer experience, and other men from all walks of life will be invited to the Center to explain what interests them about what they are doing and the diverse rewards which result. From these men, the Bowdoin senior may learn firsthand about the many alternative courses open to him after graduation and something of what will be expected of him later on. He will be encouraged to consider the personal satisfactions, the values, and the service aspect of career possibilities, and not merely material rewards.

Pregraduate school orientation is an important element of this program. Seniors will have frequent opportunities to discuss graduate work with alumni and other visitors who are or who have recently been engaged in postgraduate study. In addition, information about graduate schools and fellowship opportunities throughout this country and the world will be available and maintained systematically in the Senior Center itself.

The Senior Center Complex

The Center will consist of three buildings which have been specifically designed to support and reinforce the educational and social objectives of the Program.

The main building, a sixteen-story tower, will include living and study quarters, seminar and conference rooms, lounges, a small library, accommodations for lecturers and other visitors, and space for the Director's Office. The typical residential floor will accommodate sixteen students in four separate four-man suites. Individual study-bedrooms, offering privacy for uninterrupted reading and study, will flank living rooms on the corners, where experiences can be shared in common.

The dining room, main lounge, and other facilities will be located in a two-story building adjacent to the tower. The third building will be the Faculty Residence, with apartments for the Director and for participants in the Program and a private dining room for use on special occasions by small groups of students, faculty, and guests of the College.

The Senior Center Program will be more than the sum of its academic and physical components. It will become a way of living in which seniors discover that ideas are not independent of life and that neither is meaningful without moral direction and individual integrity. These latter qualities are already implicit in the Bowdoin program. In the Senior Center Program they will be deservedly intensified.

ADDITIONAL REGULATIONS

1. Chapel: Exercises are held each weekday at 10:10 A.M. in the College Chapel, and vespers are held each Sunday at 5:00 o'clock. Attendance at these exercises is required according to regulations of the College.

2. Courses: Juniors must take four courses, or five if they used the option of postponing their fifth course in Sophomore year because of the requirement in Military Science. Seniors and Special Students are required to take four regular courses each Semester.

3. Course Examinations: The regular examinations of the College are held at the close of each Semester. An absence from an examination entails the mark of zero. In the event of illness or other unavoidable cause of absence from examination, the Dean's Office may authorize make-up of the examination.

4. Rank: The rank of a student in each course is computed on a scale of 100, but is preserved on the college records in the letters *A, B, C, D,* and *E*. They signify the following ranks: *A*+ 97-100, *A* 94-96, *A*– 90-93, *B*+ 87-89, *B* 84-86, *B*– 80-83, *C*+ 77-79, *C* 74-76, *C*– 70-73, *D*+ 67-69, *D* 64-66, *D*– 60-63 (Grades of *D*+, *D,* and *D*– denote passing, but unsatisfactory work), *E* a rank lower than 60 and a failure. In computing final class standings the best thirty-four courses will be counted including all required courses.

5. Deficiency in Scholarship: Students receive a major warning and are placed on probation if they are reported to be below passing in two or more of their regular courses at any warning period (middle and end of each Semester). Major warnings at two successive warning periods or at the end of two successive Semesters render a student liable to dismissal from College for deficiency in scholarship. Freshmen, however, are usually given a full college year in which to become adjusted to college work.

During his first two Semesters at Bowdoin, each student must secure a minimum of two semester grades of C– or higher to be permitted to remain in College. Terms of readmission, if any, for students dropped under this rule shall be set by the Recording Committee.

During the first four Semesters, each student must secure at least eight semester grades of C– or higher to be permitted to remain in College. Students failing to meet this standard are dropped and their probation is closed. Grades in *English 3-4* and *Military Science 11-12, 21-22* are not counted in this tabulation, nor are grades in courses taken at other colleges.

6. Reports of Standing: A report of the ranks of each student is sent to his parents or guardian at the close of each Semester.

PREENGINEERING PROGRAMS

Students desiring to enter the profession of engineering may qualify for the degree of Bachelor of Arts from Bowdoin College and also for a degree in engineering in a total of five years (instead of the six years normally necessary for both degrees) by completing one of the joint programs described below. After three years of study at Bowdoin, during which the usual language, literature, and distribution requirements must be satisfied, students become eligible for recommendation to the cooperating engineering institutions provided that sufficiently good grades have been achieved in the prescribed courses; in most instances honor grades will be required for recommendation by the College. Students wishing to avail themselves of one of these plans should notify the Dean's Office of Bowdoin College at the beginning of their Freshman year because the programs require a very definite pattern of courses.

Bowdoin-California Institute of Technology Three-Two Plan

For recommendation to the California Institute of Technology under the Three-Two Plan a student must have completed the following courses in mathematics and science:

Mathematics 11, 12, 21, 22, 31, plus one other semester course;
Physics 11-12, 23, 24, 29, 30, plus two other semester courses;
Chemistry 11, 12 (plus additional courses for students anticipating chemical engineering).

The social studies requirement will normally be fulfilled by taking Economics and American History.

Recommended students are assured of admission to C.I.T. as juniors. The Bowdoin degree will be awarded to such students upon notification from the Institute that they have received their degrees from C.I.T.

Bowdoin-Columbia School of Engineering Combined Plan

Students enrolled in the Columbia Combined Plan are encouraged to take their Bowdoin electives in the general, broad liberal arts field. They must, however, complete two years of Mathematics and three or more years of Physics and Chemistry, the distribution between the two sciences depending upon the type of engineering contemplated. Recommended students are assured of admission to the School of Engineering as juniors after a five to eleven weeks' summer school at Camp Columbia. The Bowdoin degree will be awarded to such students upon notification from the School of Engineering that they have received their degrees from Columbia.

Bowdoin-Massachusetts Institute of Technology Two-Degree Plan

Since 1937 Bowdoin College has been sending students to the Massachusetts Institute of Technology under conditions similar to those of the Plans listed above. At present, because of the large number of colleges participating, M.I.T. reserves the right to scrutinize the records of all students applying for transfer before granting admission.

Students enrolled in the M.I.T. Two-Degree Plan take Mathematics and Physics in all three years and Chemistry in Sophomore and possibly Junior years, depending upon the courses contemplated at M.I.T. Recommended students enter M.I.T. as juniors after, in some cases, an intervening summer term. The Bowdoin degree will be awarded to such students upon notification from the Institute that they have received their degrees from M.I.T.

Programs under this plan can be arranged in Architecture (requiring three years at Bowdoin, followed by three years at the Institute), City Planning, Food Technology, Geophysics, Industrial Management, Quantitative Biology, and Science Teaching, as well as in the various branches of engineering.

PREMEDICAL STUDIES

Students contemplating the study of medicine are advised to arrange their undergraduate course as early as possible, with this end in view. Premedical students should take college courses in Biology, Chemistry, and Physics, to satisfy the requirements for admission to medical schools.

RESERVE OFFICERS' TRAINING CORPS

A voluntary curriculum of Military Science in the Reserve Officers' Training Corps was established at Bowdoin in the Spring of 1950. Successful completion of the four-year program will enable eligible students to receive commissions as Second Lieutenants in the United States Army Reserve, at graduation. The courses in Military Science are described on pages 134-137, and an account of the regulations and financial allowances is contained on pages 157-159.

Courses of Instruction

ARRANGEMENT: The departments of instruction in the following descriptions of courses are listed in alphabetical order.

TIME AND PLACE OF CLASSES: A schedule containing the time and place of the meeting of all courses will be issued before each period of registration.

YEAR COURSES: Courses marked with an asterisk are year courses, and, if elected, must be continued for two consecutive Semesters.

BRACKETED COURSES: All courses that cannot be scheduled for a definite Semester are enclosed in brackets.

Art

PROFESSOR BEAM, *Chairman;* AND ASSISTANT PROFESSOR CORNELL

REQUIREMENTS FOR THE MAJOR IN ART: A major consists of the major course and six semester units chosen from the courses offered by the Department. Students who major in Art must take *Art* 1, 2, and, if possible, *Art* 11, 12, or *Art* 13, 14, as introductions to the field during their Sophomore year or as soon thereafter as possible. A more complete statement of the major program will be found on pages 84-86.

PREREQUISITE REQUIREMENTS FOR COURSES IN ART: Completion of either *Art* 1, 2, or *Art* 11, 12, or *Art* 13, 14 is prerequisite for admission to any of the advanced courses in Art (i.e., *Art* 3 through *Art* 9). The instructor, if consulted in advance, may make an exception to this rule in the case of an individual student who already has a background equal to *Art* 1, 2, or *Art* 11, 12, or *Art* 13, 14.

1. *General Introduction to the Appreciation and History of Art.* Offered every Fall. MR. BEAM.

   An introduction to a systematic interpretation of the nature, methods, and history of the visual arts: architecture, sculpture, painting, drawing, and design. The course is designed to provide both an elementary understanding of art and a basis for more advanced study.

2. *Continuation of Course* 1. Offered every Spring. MR. BEAM.

   Prerequisite: *Art* 1.

3. *The Art of Antiquity.* Fall 1965. Mr. Beam.

A general study of architecture, sculpture, and painting in the Mediterranean Basin and Europe during ancient times, with emphasis upon the art of ancient Greece.

Prerequisite: *Art* 1, 2, or *Art* 11, 12, or *Art* 13, 14.

4. *The Art of the Middle Ages.* Spring 1966. Mr. Beam.

Designed to follow *Art* 3, this course deals with the art of Europe between the decline of Rome and the rise of the Renaissance, with some emphasis upon the flowering of Gothic art.

Prerequisite: *Art* 1, 2, or *Art* 11, 12, or *Art* 13, 14.

5. *European Art of the Renaissance.* Fall 1963. Mr. Beam.

A survey of European architecture, sculpture, and painting of the Renaissance from the fourteenth through the sixteenth centuries, especially in Italy. A careful study will be made of such great masters of the period as Giotto, Michelangelo, Raphael, Titian, Van Eyck, Brueghel, and Dürer.

Prerequisite: *Art* 1, 2, or *Art* 11, 12, or *Art* 13, 14.

6. *European and American Art of the Seventeenth and Eighteenth Centuries.* Spring 1964. Mr. Beam.

A comprehensive view of the Post-Renaissance period of European and American art in the Baroque and Rococo styles. Special attention is given to the national schools that arose in Spain, Flanders, Holland, France, England, and Colonial America, and to such great masters of the time as Caravaggio, Bernini, El Greco, Velasquez, Van Dyck, Rembrandt, Hals, and Hogarth.

Prerequisite: *Art* 1, 2, or *Art* 11, 12, or *Art* 13, 14.

7. *Modern Art.* Fall 1964. Mr. Beam.

The main movements in architecture, painting, and sculpture of Europe and America from the beginning of the Industrial Revolution to the present day are considered, with emphasis on painting and sculpture and such modern pioneers as Goya, Turner, Constable, Daumier, Millet, Manet, Degas, Toulouse-Lautrec, Renoir, Cézanne, Gauguin, Van Gogh, Rodin, Maillol, Winslow Homer, Matisse, and Picasso.

Prerequisite: *Art* 1, 2, or *Art* 11, 12, or *Art* 13, 14.

8. *Continuation of Course* 7. Spring 1965. Mr. Beam.

Emphasis will be on architecture and the work of such leaders in that field as Jefferson, Richardson, LeCorbusier, Gropius, and Frank Lloyd Wright.

Prerequisite: *Art* 1, 2, or *Art* 11, 12, or *Art* 13, 14.

[9. *The Art of the Orient.*]

A survey of the architecture, sculpture, and painting of the Near and Far East, especially Persian painting, Indian sculpture, Chinese painting and sculpture, and Japanese painting, prints, and architecture. Attention will also be given to ceramics and other minor arts in which the Orient has excelled.

Prerequisite: *Art* 1, 2, or *Art* 11, 12, or *Art* 13, 14.

11. *Fundamentals of Composition.* Fall 1963. MR. CORNELL.

A study of the basic principles of composition in drawing and painting will be studied in three two-hour meetings weekly in classroom and studio. Problems in composition will be related to a study of major types of composition found in the history of art. No previous training is necessary.

Prerequisite: The permission of the instructor.

12. *Continuation of Course* 11. Spring 1964. MR. CORNELL.

Prerequisite: *Art* 11 or the permission of the instructor.

13. *An Introduction to Drawing.* Fall 1964. MR. CORNELL.

An elementary study of the principles of drawing, augmented by practice in the studio with various media of drawing and the graphic arts. No previous experience is necessary. Six hours weekly in classroom and studio. The instruction is intended to provide both an introduction to the appreciation of artistic expression and training for more advanced study.

Prerequisite: The permission of the instructor.

14. *Continuation of Course* 13. Spring 1965. MR. CORNELL.

Prerequisite: *Art* 13 or the permission of the instructor.

The Major Program

100. *The Major Course.* Junior and Senior years. THE DEPARTMENT.

The major course will consist of at least six seminars in each of the last four Semesters. These meetings are planned to help students meet two requirements. The first of these is an examination, given normally at the end of the Junior year, to test the student's comprehensive knowledge of the history of art. The second examination falls at the end of the Senior year and is meant to test the major student's knowledge of

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A General Military Science unit of the Reserve Officers' Training Corps offers ✈ to the undergraduate who joins it an opportunity to combine part of his military training with a liberal education.

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great monuments, masters and masterpieces of art upon which he has concentrated during his final year in College.

200. *The Honors Paper.* Fall Semester or Spring Semester in the Senior year. THE DEPARTMENT.

A candidate for honors is required to write an honors paper under the tutorial supervision of a member of the Department. See page 86 for a statement of the conditions governing such projects.

300-303. *Special Honors Project.* MR. CORNELL.

A student may substitute a creative project in one of the visual arts for the usual written honors paper under the tutorial supervision of the instructor in studio art. The project must be accompanied, when finally submitted, by a full and adequate written description of its underlying purpose. A definitive plan for the project must be presented by the student, approved by the Department, and filed in the Dean's Office by December 1 of the candidate's Senior year.

A student desiring to submit a plan for special honors work involving the release from some courses should submit his request to the Department during his Junior year, preferably before the opening of the Spring Semester. See page 86 for a statement of the rules governing special honors projects.

Astronomy

PROFESSOR LITTLE

1. *The Solar System.* Offered every Fall.

A survey of our present knowledge of the earth, moon, planets, asteroids, meteors, comets, and satellites both natural and man-made. A study of the positions, motions, shapes, sizes, masses, physical conditions and evolutions of these celestial bodies. Lectures, conference, and weekly laboratory work consisting of appropriate optical measurements, and observations when weather permits.

Prerequisite: A course in college mathematics.

2. *Stellar Astronomy.* Offered every Spring.

A survey of our sun as a star, our Milky Way as a galaxy, and the metagalaxy beyond. Emphasis is placed on the interpretation of stellar spectra and of data obtained by both optical and radio telescopes. Lectures, conference, and weekly lab-

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← Above: *The College Radio Station, WBOR, broadcasts daily from its studios in the Moulton Union.*

Below: *Informal conferences for students are a vital part of the program of the Biennial Institutes* (cf. pp. 179-180).

oratory work including the use of the sextant in aerial and marine navigation.

Prerequisite: A course in college mathematics.

Biology

PROFESSOR GUSTAFSON, *Chairman;* ASSOCIATE PROFESSOR MOULTON; ASSISTANT PROFESSORS HUNTINGTON AND HOWLAND; AND MR. NUSSBAUM

REQUIREMENTS FOR THE MAJOR IN BIOLOGY: The major consists of the major course, *Biology* 100, and six semester courses in the department exclusive of *Biology* 7 or 8 and Honors Courses. Major students are required to elect *Chemistry* 11, 12 and a year of college Mathematics. A second year of college Chemistry and a year of college Physics are strongly recommended. Normally a minor is completed in Chemistry but, under unusual circumstances, other arrangements may be made.

*1-2. *General Biology*. Offered every year. THE DEPARTMENT.

An examination of fundamental biological phenomena, theories, and principles based upon material selected from both the plant and animal kingdoms. Special attention is given to the methods of scientific investigation, the relationship of biology to other fields of endeavor, and to man and his environment. Representative organisms and their functions are studied in the laboratory. Lectures and three hours of laboratory work each week.

The Department strongly recommends a year of Chemistry as a preparation for *Biology* 1-2. Advanced courses in the Department are open to students who have had a year of Biology in school or college. Students entering College with advanced standing, with two years of secondary school Biology, or who are otherwise qualified should normally register for advanced courses.

3. *Comparative Anatomy of the Vertebrates*. Offered every Fall. MR. NUSSBAUM.

A survey of vertebrate morphology. Emphasis will be placed upon the evolution of mammalian organ systems. Laboratory work will consist of dissection and study of comparable systems in representative vertebrates. Lectures, conferences, and three hours of laboratory work each week.

Prerequisite: *Biology* 1-2.

4. *Microbiology.* Offered every Spring. Mr. Howland.

A consideration of the biology of microorganisms with major emphasis on the structure, function, classification, ecology, and significance of the bacteria. Lectures, conferences, and three hours of laboratory work each week.

Prerequisites: *Biology* 1-2 and *Chemistry* 11, 12.

5. *Vertebrate Histology.* Fall 1964 and Fall 1966. Mr. Moulton.

A survey of the microscopic anatomy of animal cells and tissues. Course material includes the characteristic microscopic structure of the various body tissues. An examination is made of the possible relations of structure and function within the tissues. Opportunity for practice in technique of tissue preparation is provided as part of the laboratory work. Lectures, conferences, and three hours of laboratory work each week.

Prerequisite: *Biology* 1-2.

6. *Animal Morphogenesis.* Offered every Spring. Mr. Moulton.

A study of the experimental and descriptive biology of animal gametes and embryos, from gametogenesis to advanced stages. The principles of embryological development as shown by both invertebrate and vertebrate organisms with special attention to problems of differentiation. Laboratory work includes observations and experiments with living eggs and embryos as well as with prepared mounts and sections, graphic reconstruction of chick embryos, and studies of mammalian development. Lectures, conferences, and three hours of laboratory work each week.

Prerequisite: *Biology* 1-2.

7. *Special Laboratory and Field Investigations.* Offered every Fall. Members of the Department.

Original field and laboratory biological investigations under the direction of some members of the staff. Open by permission of the Department to students with high grades and requisite training majoring in Biology.

8. *Special Laboratory and Field Investigations.* Offered every Spring. Members of the Department.

Continuation of *Biology* 7. Men electing *Biology* 7 are ordinarily expected to elect *Biology* 8; rarely will a student be permitted to elect *Biology* 8 without having taken *Biology* 7.

9. *Genetics.* Offered every Fall. Mr. Gustafson.

A survey of the development of ideas on variation and heredity, the physical basis of inheritance, applications to plant and animal breeding, relationships of genetics to the theories of evolution, inheritance in man, and eugenics. Laboratory work in experimental breeding. Lectures, conferences, and three hours of laboratory work each week.

Prerequisite: *Biology* 1-2.

10. *Ornithology*. Spring 1965. MR. HUNTINGTON.

A study of the biology of birds, especially their behavior and ecology. Facilities used in the course include the Alfred O. Gross Library of Ornithology and the College's collection of North American birds. Field trips, including a visit to the Bowdoin Scientific Station at Kent Island in the Bay of Fundy (see page 175), are an important feature of the course.

Prerequisite: *Biology* 1-2 or equivalent.

11. *Invertebrate Zoology*. Fall 1963 and Fall 1965. MR. MOULTON.

A survey of invertebrate animals—their varieties, morphology, development, evolution, and behavior. Laboratories will include the study, through dissection and experiments, of representative invertebrates of each group considered so far as possible. A series of field trips will emphasize the study of invertebrate associations, habitats, and seasonal fluctuations. Course work will include the preparation and class presentation of illustrated laboratory reports. Lectures, field trips, and three hours of laboratory work each week.

Prerequisite: *Biology* 1-2.

12. *Biology of Plants*. Offered every Spring. MR. GUSTAFSON.

A brief survey of the plant kingdom with emphasis on the fundamental principles and problems of botany. Laboratory work includes an examination of varied material from all groups of plants, supplemented by field trips investigating the local flora. Lectures and three hours of laboratory work each week.

Prerequisite: *Biology* 1-2.

15. *General Physiology*. Offered every Fall. MR. NUSSBAUM.

A study of the principles of general physiology as shown by the individual cell, the organ system, and the organism as a whole. Laboratory work illustrates the application of physical and chemical principles to the quantitative study of biological phenomena. Lectures, conferences, and three hours of laboratory work each week.

Prerequisites: *Biology* 1-2, *Chemistry* 11, 12, and permission of the Department.

16. *General Physiology.* Offered every Spring. Mr. Nussbaum.
Continuation of *Biology* 15.
Prerequisite: *Biology* 15.

The Major Program

100. *The Major Course.* Junior and Senior years. The Department.

The major course is designed to introduce subject matter not offered in the regular departmental courses or not elected by some major students; to intensify the study of certain selected areas; to amplify, integrate, and gain perspective on the whole field of Biology; and to provide preparation for the Senior comprehensive examinations. Conducted by means of individual and group conferences as well as seminars, it provides opportunity for writing, presenting, and discussing papers in fields of special interest. A Senior thesis is normally written as an integral part of the work.

200. *The Honors Paper.* Fall Semester or Spring Semester in the Senior year. The Department.

Candidates for honors are required to write an honors paper based on original laboratory or field investigation conducted under the supervision of a member of the Department. See page 86 for a statement of the conditions governing such projects.

300-303. *Special Honors Project.* The Department.

With the approval of the Department and the consent of the Recording Committee students may be released from not more than four courses in their final three Semesters for work on a special research project.

Chemistry

President Coles; Professors Root and Kamerling; Associate Professor Hiebert, *Chairman;* and Assistant Professor Mayo

Requirements for the Major in Chemistry: The required courses consist of *Chemistry* 11, 12, 21, 22, 31, 32, 42, another advanced course, and *Chemistry* 100. Two additional courses approved by the Department may be offered in place of the major course and the comprehensive examination; these are in addition to those normally required for graduation.

11. *Principles of Chemistry*. Offered every Fall. MR. ROOT.

A survey of the fundamental theories of chemistry with illustrations from organic and inorganic chemistry. Lectures, conference, and four hours of laboratory work a week.

Prerequisite: A course in high school Chemistry or its equivalent. A student without a previous course will be expected to pass a qualifying examination. The material to be covered by the examination is outlined in a syllabus which may be obtained from the Director of Admissions.

12. *Continuation of Course* 11. Offered every Spring. MR. KAMERLING.

Prerequisite: *Chemistry* 11.

21. *Elementary Organic Chemistry*. Fall 1963 and Fall 1964. MR. KAMERLING.

A continuation of the study of the compounds of carbon. *Chemistry* 11, 12, and 21 cover the material of the usual course in organic chemistry and form a foundation for further work in organic chemistry and biochemistry. Lectures, conference, and six hours of laboratory work a week.

Prerequisite: *Chemistry* 11, 12.

22. *Elementary Quantitative Analysis*. Spring 1964. MR. KAMERLING.

A continuation of the study of chemical equilibrium in solutions. The laboratory work consists of gravimetric, volumetric, and qualitative analytical methods. Lectures, conference, and six hours of laboratory work a week.

Prerequisite: *Chemistry* 11, 12.

31. *Physical Chemistry*. Fall 1963 and Fall 1964. MR. HIEBERT.

A study of the structure of atoms and molecules; the solid, gaseous, and liquid state; chemical thermodynamics; electrochemistry; the phase rule; and kinetics. Lectures and four hours of laboratory work a week.

Prerequisites: *Chemistry* 22, *Physics* 11-12, *Mathematics* 11, 12, or the consent of the instructor.

32. *Continuation of Course* 31. Spring 1964 and Spring 1965. MR. HIEBERT.

Prerequisite: *Chemistry* 31.

35. *Quantitative Analysis*. Fall 1963. MR. ROOT.

A study of the methods of analytical chemistry. The laboratory work consists of gravimetric, volumetric, and some instrumental analysis. Lectures, conference, and six hours of laboratory work a week.

Prerequisite: *Chemistry* 31, 32 or the consent of the instructor.

41. *Advanced Analytical Chemistry.* Fall 1964.

The principles of analytical chemistry and the application of potentiometry, conductometry, polarography, coulometry, spectrophotometry, chromatography, and radiochemistry to analytical chemistry.

Prerequisite: *Chemistry* 31, 32.

42. *Inorganic Chemistry.* Spring 1964 and Spring 1965. MR. HIEBERT.

A study of the structures, properties, reaction mechanisms, and syntheses of inorganic compounds.

Prerequisite: *Chemistry* 31, 32.

43. *Qualitative Organic Analysis.* Fall 1963 and Fall 1964. MR. MAYO.

A study of the properties of organic compounds as a means to their identification, singly and in mixtures.

Prerequisite: *Chemistry* 21.

44. *Advanced Organic Chemistry.* Spring 1964 and Spring 1965. MR. MAYO.

A study of the chemistry of certain complex compounds manufactured by plants and animals. Some of the following classes of compounds will be discussed: carbohydrates, fats, proteins, alkaloids, sterols, vitamins, enzymes, and hormones.

Prerequisite: *Chemistry* 21.

45. *Advanced Physical Chemistry.* Fall 1964 and Fall 1965.

The material to be covered will depend upon the interests of the students.

Prerequisite: The consent of the instructor.

46. *Special Topics in Chemistry.* Spring 1964 and Spring 1965.

The material to be covered will depend upon the interests of the students.

Prerequisite: The consent of the instructor.

51. *Research Project in Chemistry.* Fall 1963 and Fall 1964. THE DEPARTMENT.

Original laboratory investigations. Open by permission of the Department to major students with adequate training.

52. *Continuation of Course* 51. Spring 1964 and Spring 1965. THE DEPARTMENT.

The Major Program

100. *The Major Course.* Junior and Senior years. THE DEPARTMENT.

The major course will consist of biweeky seminars in each Semester of the Junior and Senior years. The major work of the Junior year will consist of readings in the history of chemistry and in the use of chemical literature. The major work of the Senior year will consist of readings and reports on current advances in chemistry. A term paper will be required in each of the four semesters. Comprehensive written and oral examinations will be given at the end of the Senior year.

A man who substitutes two extra advanced courses for the major course is expected to participate in the seminars, but will not be required to write the term papers or take the oral examination.

200. *The Honors Paper.* Fall Semester or Spring Semester in the Senior year. THE DEPARTMENT.

Candidates for honors are required to write an honors paper under the direction of a member of the Department. See page 86 for a statement of the conditions governing such projects.

Men who are taking *Chemistry* 51 may submit a report of their experimental work as an honors paper, instead of papers based on library work.

300-303. *Special Honors Project.* THE DEPARTMENT.

A student desiring to submit a plan for a special honors project should submit his request to the Department during his Junior year, preferably before the opening of the Spring Semester. See page 86 for a statement of the rules governing special honors projects.

Classics

PROFESSOR DANE, *Chairman;* AND MR. RYAN

REQUIREMENTS FOR THE MAJOR IN CLASSICS, GREEK, OR LATIN: A major in Classics consists of eight units to be chosen equally from the departmental offerings in Greek and Latin, except *Greek* 1 and *Latin* 1. A major in Greek consists of any six units in Greek, except *Greek* 1. (It is to be noted that *Greek* 5 and 6 may be repeated for credit with contents changed.) A major in Latin consists of any six units in Latin except *Latin* 1. (It is to be noted that *Latin* 7 and 8 may be repeated for credit with contents changed.) In addition, all majors are required to take the major course, *Classics* 100. For a statement of the rules governing the major course, the choice of a minor, and the requirements for honors, see pages 84-86.

14. *Latin Literature in Translation.* Spring 1964. MR. DANE.

The course surveys the development of Latin literature from the period of the *Salian Hymns* to the founding of the monastery at Monte Cassino in A.D. 529 through the medium of reputable English translations. No knowledge of Latin is required.

18. *Greek Literature in Translation.* Spring 1965. MR. RYAN.

The course examines the development of classical Greek literature from its beginnings with the Homeric epics down to the biographies of Plutarch in the second century after Christ. No knowledge of Greek is required.

Greek

1. *Elementary Greek.* Offered every Fall. MR. RYAN.

A thorough presentation of the elements of accidence and syntax based, insofar as possible, on unaltered passages of Classical Greek.

2. *Elementary Greek.* Offered every Spring. MR. RYAN.

Continuation of *Greek* 1. In the latter half of the term a work of historical or philosophical prose will be read.

3. *The Late Fifth Century.* Offered every Fall. MR. RYAN.

The intellectual temper of Athens during the Peloponnesian War will be studied through reading selections from Thucydides and one complete tragedy of Euripides.

4. *Homer.* Offered every Spring. MR. RYAN.

A substantial portion of either the *Iliad* or the *Odyssey* will be read. There will be lectures on Greece in the Mycenaean period and the Dark Ages, and on the oral epic.

5. *Selected Greek Authors.* Offered every Fall. MR. DANE OR MR. RYAN.

The course is designed to meet the needs of advanced students in Greek Literature. The contents and the choice of readings are changed each year. In general, selection of material concentrates each Semester on a central *genre* with extensive readings from representative authors in such fields as (a) Drama: Aeschylus, Sophocles, Euripides, Aristophanes; (b) History: Herodotus, Thucydides; (c) Philosophy: Plato, Aristotle; (d) Poetry: the Lyric and Elegiac poets, Pindar, Theocritus; (e) Oratory: Demosthenes, Lysias; and (f) Epic poetry: Homer, Hesiod, Apollonius of Rhodes. *The course may be repeated for credit with contents changed. Greek* 5 and 6 count toward fulfillment of the Literature Requirement.

6. *Selected Greek Authors.* Offered every Spring. MR. DANE OR MR. RYAN.

See description under *Greek* 5 above.

Latin

1. *Elementary Latin.* Spring 1965. MR. DANE.

A thorough presentation of the elements of grammar and syntax designed to develop a reading ability from the outset.

3. *Cicero.* Offered every Fall. MR. DANE.

A rapid review of grammar followed by reading in the *Orations* and a philosophical essay.

Prerequisite: *Latin* 1 or two years of secondary school Latin.

4. *Vergil.* Offered every Spring. MR. DANE OR MR. RYAN.

Selections from the *Aeneid.* The course includes an introduction to the structure of Latin Poetry. Additional study is devoted to the entire *Aeneid.*

Prerequisite: *Latin* 3 or three years of secondary school Latin.

5. *Latin Lyric Poetry.* Offered every Fall. MR. DANE.

The course serves as an introduction to the reading and appreciation of Latin lyric poetry of the Late Republic and Early Empire through a concentrated study of the poems of Catullus and the *Odes* of Horace. *Latin* 5, 7, and 8 count toward fulfillment of the Literature Requirement.

Prerequisite: *Latin* 4 or its equivalent in secondary school Latin.

7. *Selected Latin Authors.* Offered every Fall. MR. DANE OR MR. RYAN.

The course is designed to meet the needs of advanced students in Latin Literature. The contents and the choice of readings are changed every year. In general, selection of material concentrates each Semester on a central *genre* with extensive readings from representative authors in such fields as (a) Satire and Epigram: Horace, Juvenal, Martial; (b) Drama: Plautus, Terence; (c) Philosophy: Lucretius, Cicero; (d) History: Livy, Tacitus; (e) Elegy: Tibullus, Propertius, Ovid. *The course may be repeated for credit with contents changed.*

Prerequisite: *Latin* 5.

8. *Selected Latin Authors.* Offered every Spring. MR. DANE OR MR. RYAN.

See description under *Latin* 7 above.

Prerequisite: *Latin* 5.

The Major Program

100. *The Major Course.* Junior and Senior years. THE DEPARTMENT.

The major course will consist of at least four seminars or conferences in each of the last four Semesters. These monthly meetings are planned to supplement the work done in courses by helping the student gain a coordinated knowledge not only of the literatures of Greece and Rome, but also a concept of the achievements of Classical Civilization as a whole. Short critical essays on selected themes will be prepared, delivered, and discussed by the students at the major meetings. In addition, a student will be required to master one major author or major work for an examination at the end of the fourth Semester of the major program.

200. *The Honors Paper.* Fall Semester or Spring Semester in the Senior year. THE DEPARTMENT.

Candidates for honors are required to write an honors paper under the tutorial supervision of a member of the Department. See page 86 for a statement of the conditions governing such projects.

300-303. *Special Honors Project.* THE DEPARTMENT.

A student desiring to submit a plan for a special honors project should submit his request during his Junior year, preferably before the opening of the Spring Semester. See page 86 for a statement of the rules governing special honors projects.

Economics

Professors Abrahamson and Brown; Professor Storer, *Chairman;* Professor Darling; Assistant Professors Shipman and Long; and Mr. Downey

Requirements for the Major in Economics: A major consists of *Economics* 1-2, 13, 17, and two other units approved by the Department. *Economics* 11 may not be offered without *Economics* 12. For a statement of the rules governing the major course, the choice of a minor, and the requirements for honors in Economics see pages 84-86, 110-111.

*1-2. *Principles of Economics.* Offered every year. The Department.

A study of fundamental economic concepts and institutions, with applications to important public policies and problems.

Economics 1-2 is a prerequisite for all advanced courses in the Department.

3. *Money and Banking.* Fall 1963. Mr. Darling.

The general principles and institutions of money and banking as they relate to the performance of the economic system. Important current problems concerning commercial banking, the Federal Reserve System, and the use of monetary controls will be considered.

Prerequisite: *Economics* 1-2.

4. *Economic Fluctuations.* Spring 1964. Mr. Darling.

An analysis of the nature, causes, and social effects of long- and short-run changes in the level of economic activity, with special attention to the regional problems of New England.

Prerequisite: *Economics* 1-2.

6. *Public Finance.* Spring 1965. Mr. Brown.

The problems of local, state, and federal revenue and expenditure from a social as well as from a fiscal viewpoint.

Prerequisite: *Economics* 1-2.

7. *Statistics.* Spring 1964. Mr. Long.

An introduction to statistical methods, with major reference to those techniques which are used in the analysis of economic data. Laboratory work two hours a week.

Prerequisites: *Economics* 1-2, *Mathematics* 14 or the consent of the instructor.

8. *Economic History.* Fall 1963. Mr. Shipman.

A survey of the development of the economic institutions of the Western world. Emphasis will be on the problems of economic growth and development, and special attention will be paid to the development of commerce and industry, resource patterns, agriculture, and technological change.

Prerequisite: *Economics* 1-2.

9. *Comparative Economic Systems*. Spring 1964. Mr. Shipman.

A study of comparative methods of economic organization. Emphasis is placed on various solutions to the problems of production, distribution, consumption, and growth as they exist in the principal countries of the world today. Special consideration is given to the economic structure and policies of the Soviet Union and to the role of economic planning.

Prerequisite: *Economics* 1-2.

10. *Labor Economics*. Offered every Spring. Mr. Abrahamson.

The problems of unemployment, hours of labor, wages, unionism, and collective bargaining are considered from the viewpoints of labor, management, and the public.

Prerequisite: *Economics* 1-2.

11. *Principles of Accounting*. Fall 1963. Mr. Downey. Fall 1964. Mr. Brown.

This course aims to acquaint the student with accounting analysis as an important working tool for the business executive and the public administrator. After a brief survey of double-entry bookkeeping, consideration is given to such subjects as the preparation and interpretation of financial statements, the nature of income, the valuation of assets, depreciation, and reserves.

Prerequisite: *Economics* 1-2.

12. *Continuation of Course* 11. Spring 1964. Mr. Downey. Spring 1965. Mr. Brown.

Prerequisite: *Economics* 11.

13. *Development of Economic Theory*. Offered every Spring. Mr. Storer.

A comparative study of the ideas of different writers with consideration given to the historical development of economic thought. This course is required of seniors majoring in Economics and is recommended to students intending to pursue graduate study in the social sciences.

Prerequisite: *Economics* 1-2.

14. *International Economic Problems*. Fall 1963. Mr. Storer.

A study of the theory and practice of foreign trade, foreign exchange, international movements of capital, and governmental policies with regard to international economic affairs generally.

Prerequisite: *Economics* 1-2.

15. *Economics of Public Regulation.* Offered every Fall. MR. ABRAHAMSON.

The economic origins and consequences of the public control of economic activity. Primary attention is given to the problems of public policy in the fields of antitrust regulation, agriculture, public utilities, transportation, conservation of natural resources, atomic energy, and to the economics of war and defense.

Prerequisite: *Economics* 1-2.

16. *Industrial Organization.* Offered every Fall. MR. STORER.

A study of American business enterprise and its structure. The interrelationships of firms and industries will be analyzed; and their price, production, and market policies under varying degrees of competition will be considered.

Prerequisite: *Economics* 1-2.

17. *Contemporary Economic Theory.* Offered every Fall. MR. LONG.

A consideration of the major theoretical concepts used in the analysis of current economic problems. The material in this course is at the level of intermediate economic theory and will provide a theoretical background for much of the analysis in the several applied fields of Economics. This course is required of juniors majoring in Economics.

Prerequisite: *Economics* 1-2.

20. *Corporation Finance.* Spring 1965.

The financial policies and problems of modern corporate enterprise from the social point of view. Promotion of new enterprises, types of securities, the financing of expansion, failure and reorganization, and government regulation are among the topics considered.

Prerequisite: *Economics* 1-2.

The Major Program

100. *The Major Course.* Junior and Senior years. THE DEPARTMENT.

The major course will consist of at least four seminars or conferences in each of the last four Semesters. These monthly meetings are planned to supplement the work done in courses. Oral and written reports on assigned topics will be required.

200. *The Honors Paper.* Fall Semester or Spring Semester in the Senior year. THE DEPARTMENT.

Candidates for honors are required to write an honors paper under the tutorial supervision of a member of the Department. See page 86 for a statement of the conditions governing such projects.

300-303. *Special Honors Project.* THE DEPARTMENT.

A student desiring to submit a plan for a special honors project should submit his request to the Department during his Junior year, preferably before the opening of the Spring Semester. See page 86 for a statement of the rules governing special honors projects.

Education

ASSOCIATE PROFESSOR HAZELTON, *Chairman;* AND DR. GIDEONSE

1. *History of Education.* Fall 1963. MR. GIDEONSE. Fall 1964. MR. HAZELTON.

A study of the development of education, chiefly in the United States, in its social and cultural setting.

Prerequisite: *Psychology* 1, which may be taken concurrently, or the consent of the instructor.

2. *Education in the 20th Century.* Spring 1964. MR. GIDEONSE. Spring 1965. MR. HAZELTON.

A study of the purposes, the operation, and the government of modern educational systems. The main emphasis is given to these aspects of American education, but comparative studies are made of other national systems.

Prerequisite: *Education* 1 or the consent of the instructor.

5. *Secondary Education.* Fall 1963. MR. GIDEONSE. Fall 1964. MR. HAZELTON.

An analysis of problems of policy and practice in secondary education. Special attention is given to the development of public policy in American education.

Prerequisite: *Education* 1 or the consent of the instructor.

6. *Teaching.* Spring 1964. MR. GIDEONSE. Spring 1965. MR. HAZELTON.

A study of the principles of teaching, the organization of subjects, and the teacher's profession. Part of the work of the course consists of observation in secondary schools.

Prerequisite: Normally, *Psychology* 8 and the consent of the instructor; the latter alone may be given in special cases.

Psychology 8. *Educational Psychology.* Spring 1964. MR. FERNALD of the Department of Psychology.

The study of the learning process with special attention to problems of motivation and individual differences.

Prerequisite: *Psychology* 1.

NOTE: Undergraduates who expect to become teachers should make their interest known to Mr. Gideonse as early in their college course as possible so that they may be advised in meeting the requirements of the profession.

English

PROFESSOR BROWN, *Chairman;* PROFESSORS QUINBY, THAYER, HALL, AND COXE; ASSOCIATE PROFESSOR GREASON; ASSISTANT PROFESSOR REDWINE; AND MESSRS. CALDER, ADAM, HANNAFORD, AND BLOOM

REQUIREMENTS FOR THE MAJOR IN ENGLISH: A major consists of *English* 100 (the major course), *English* 13-14, and six units to be chosen from the following courses: *English* 9, 10, 11, 12, 15, 16, 17, 18, 19-20, 21-22, 23, 24, 25-26, 27, 28, 29, and 30. Two units may be chosen from the following courses in composition: *English* 8, 31, 32, and 47. For a statement of the rules governing the major course (*English* 100), the choice of a minor, and the requirements for honors in English, see pages 84-86, 116.

Composition and Oral Communication

*1-2. *English Composition.* Offered every year. MR. HALL, *Director;* MESSRS. COXE, REDWINE, CALDER, ADAM, AND HANNAFORD.

A review of the rudiments of written expression, followed by a study of exposition, the short story, the novel, drama, and poetry. Class discussions, outside reading, written themes, and individual conferences.

*3-4. *Oral Communication.* Offered every year. MR. THAYER, *Director;* MESSRS. QUINBY AND BLOOM.

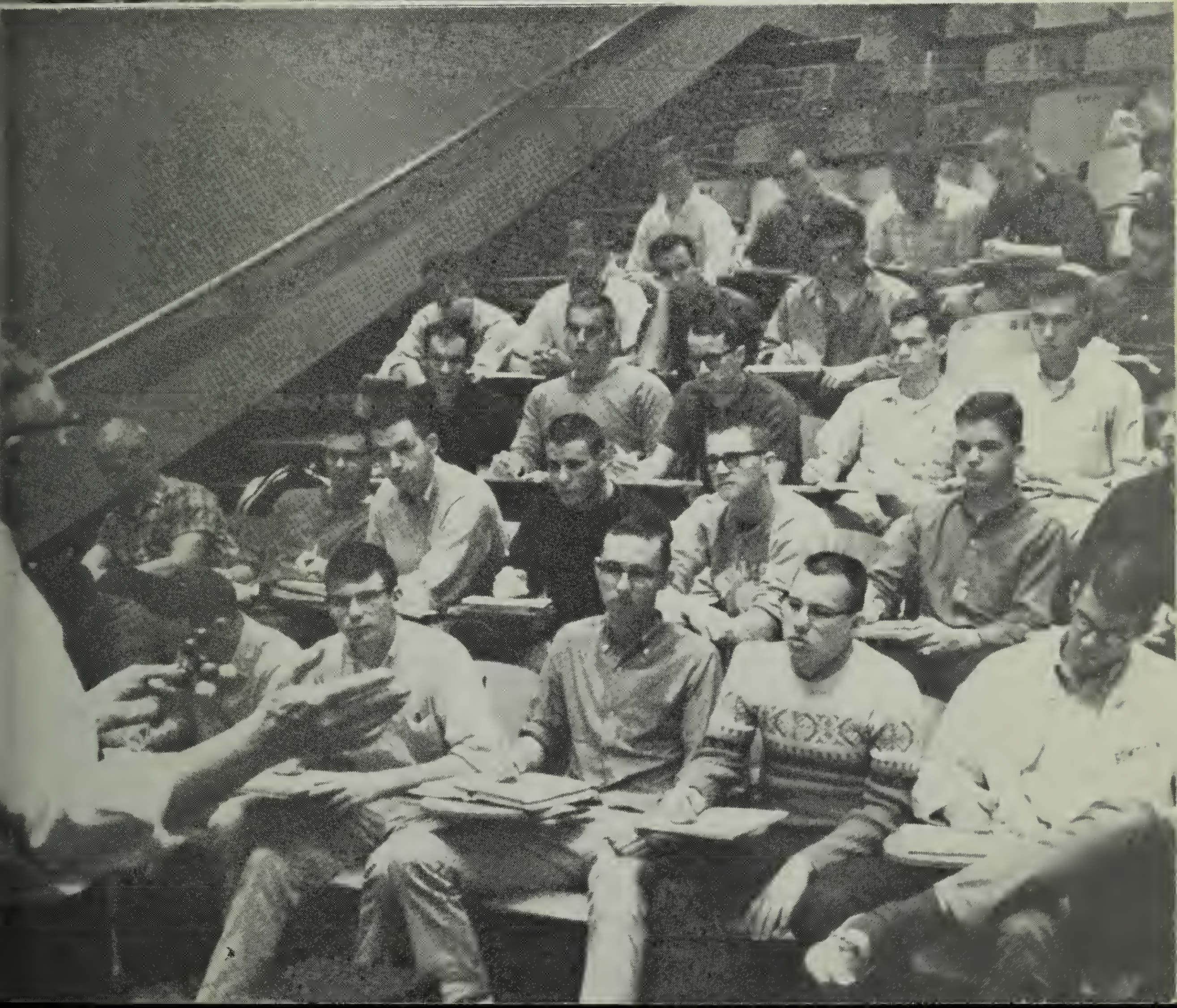
Training in clear, accurate, and effective oral communication in various individual and group speaking situations. Laboratory work required of all students.

6. *Advanced Oral Communication.* Offered every Fall. MESSRS. THAYER AND BLOOM.

The student will be trained in impromptu, extemporane-

Above: *A finely equipped language laboratory, adequately supervised, plays a vital role in the programs of the German and Romance Languages Departments.* →

Below: *A Chemistry lecture in the Adams Lecture Room of Parker Cleaveland Hall.*



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ous, and manuscript speaking with the purpose of developing his effectiveness in any oral communication situation.

5. *Discussion and Debate.* Offered every Spring. Messrs. Thayer and Bloom.

Practice in the analysis of problems in committee and panel discussions will be followed by various types of debates, including that of the parliamentary assembly.

7. *English Composition.* Offered every Fall. Fall 1963. Mr. Adam.

Written work on assigned topics; attention focused upon the disciplines of composition, with emphasis upon methods of exposition.

8. *Advanced Composition.* Offered every Spring. Spring 1964. Mr. Adam.

Study and practice in the more imaginative aspects of composition, with attention to special forms and individual interests.

31. *Literary Composition.* Fall 1964 and Fall 1966. Mr. Coxe.

The writing of poetry and fiction. Primarily for juniors and seniors.

32. *Literary Composition.* Spring 1965 and Spring 1967. Mr. Coxe.

Further practice in the writing of poetry and fiction. Primarily for juniors and seniors.

47. *Playwriting.* Fall 1963 and Fall 1965. Mr. Quinby.

Study and practice in the writing of plays, with emphasis upon the one-act play.

Prerequisite: *English* 23, 24 or the consent of the instructor.

English and American Literature

9. *Introduction to English Literature.* Offered every Fall. Mr. Hannaford.

An intensive study of Chaucer, Spenser, Donne, Milton, Dryden, Pope, Johnson, and one eighteenth-century novelist.

10. *Introduction to English Literature.* Offered every Spring. Mr. Hannaford.

An intensive study of Wordsworth, Byron, Keats, Tennyson, Browning, Arnold, Shaw, Yeats, Eliot, and one nineteenth-century novelist.

11. *The English Novel.* Fall 1963 and Fall 1965. Mr. Coxe.

A critical study of the development of English fiction, with

← Varsity teams, popularly known as the Polar Bears, represent Bowdoin in fourteen different sports played with other colleges of Bowdoin's size and interests.

attention to the changing patterns of the novel: Richardson, Fielding, Austen, Scott, and Dickens.

12. *The English Novel.* Spring 1964 and Spring 1966. Mr. Coxe.
A critical study of English fiction of the nineteenth century: Thackeray, Eliot, Meredith, James, and Hardy.

*13-14. *Shakespeare.* Offered every year. Mr. Brown.
An intensive study of Shakespeare's principal comedies, tragedies, and history plays. Lectures, class discussions, and critical essays.

15. *English Literature of the Renaissance.* Offered every other year. Fall 1963. Mr. Redwine.
A critical study of the literature of the English Renaissance, with emphasis upon Elizabethan writers: Sidney, Spenser, Raleigh, and the sonneteers.

16. *English Literature of the Renaissance.* Offered every other year. Spring 1964. Mr. Redwine.
A critical study of the literature of the seventeenth century: the metaphysical and Cavalier poets; Milton, Dryden, and representative prose writers.

17. *Eighteenth-Century Poetry and Prose: 1700-1750.* Fall 1963. Mr. Greason.
A study of neoclassical values and eighteenth-century life as reflected in the writers of the period. Emphasis upon Addison, Swift, and Pope.

18. *Eighteenth-Century Poetry and Prose: 1750-1800.* Spring 1964. Mr. Greason.
A study of eighteenth-century life and the decline of neoclassical values during this period. Emphasis upon Johnson and his circle, Burns, and Blake.

*19-20. *Nineteenth-Century Poetry and Prose.* Fall and Spring 1964-1965 and Fall and Spring 1966-1967. Mr. Hall.
A study of the origins and growth of Romanticism (1760-1832), with special attention to Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. In the Spring Semester: a critical study of the Victorian poets as spokesmen of the transition to modernity.

*21-22. *Chaucer.* Offered every other year. Fall and Spring 1964-1965.

Practice in the oral reading of Chaucer's verse; study of the *Canterbury Tales,* the *Prologue,* and all the connecting links. In the Spring Semester: *Troilus and Criseyde;* and a more rapid reading of Chaucer's contemporaries and followers until the sixteenth century.

23. *The Drama.* Fall 1964. MR. QUINBY.

A study of representative plays and the history of the English stage from its beginning to the Restoration, excluding Shakespeare.

24. *The Drama.* Spring 1965. MR. QUINBY.

A study of representative English and American plays from the Restoration to the present.

*25-26. *American Literature.* Offered every year. MR. BROWN.

A critical study of American literature from the beginnings to the present time. In the Fall Semester: the period from the Puritan Age to the Civil War; in the Spring Semester: major writers from 1865 to 1950.

27. *Twentieth-Century English and American Literature.* Fall 1963. MR. HALL.

Lectures and readings on the philosophic basis of the modern schools and on the most important works of a considerable number of contemporaries.

28. *Twentieth-Century English and American Literature.* Spring 1964. MR. HALL.

Further lectures and readings in twentieth-century literature, with emphasis upon the works of contemporary writers.

29. *Literary Criticism: Definitions.* Fall 1964 and Fall 1966. MR. HALL.

An approach to the history and theory of criticism through the definitions of its governing concepts and terms.

Prerequisite: Consent of the instructor. Recommended for all English majors contemplating graduate school.

30. *Literary Criticism: Analysis.* Spring 1965 and Spring 1967. MR. HALL.

Practice in the application of the principles and instruments of criticism.

Prerequisite: Consent of the instructor. Recommended for all English majors contemplating graduate school.

The Major Program

100. *The Major Course.* Junior and Senior years. THE DEPARTMENT.
The major course will consist of at least four seminars in each Semester of the upper-class years. These meetings are planned to supplement the work done in courses by helping students to achieve a reasonably coordinated knowledge of the history of English and American literature, to gain some acquaintance with the most important works of representative authors, and to attain a critical intimacy with their significant writings. A critical essay upon an author chosen by the student and written under tutorial supervision will be required in each of the upper-class years.

200. *The Honors Paper.* Fall Semester or Spring Semester in the Senior year. THE DEPARTMENT.
A candidate for honors is required to write an honors paper under the tutorial supervision of a member of the Department. See page 86 for a statement of the conditions governing such projects.

300-303. *Special Honors Project.* THE DEPARTMENT.
A student desiring to submit a plan for a special honors project should submit his request to the Department during his Junior year, preferably before the opening of the Spring Semester. See page 86 for a statement of the rules governing special honors projects.

Geology

ASSISTANT PROFESSOR HUSSEY, *Chairman*

Students contemplating graduate work in Geology should plan a major program in Chemistry or Physics and take *Geology* 1-2, 3, 4, 5, and 8. By the end of the Sophomore year the following courses should be completed: *Mathematics* 11, 12, *Geology* 1-2, and *Chemistry* 11, 12 or *Physics* 11-12.

*1-2. *Introduction to Physical and Historical Geology.* Offered every year.
The Fall Semester will be devoted to the composition and structure of the earth and the processes which affect the earth's crust. Three hours of laboratory work each week will include the recognition and study of common rocks and minerals, the interpretation of topographic and geologic maps, and two

half-day trips to examine the geological features of the Brunswick area.

The Spring Semester will be given to a study of the principles involved in the interpretation of geologic history and a review of present knowledge of the evolution of the earth and its inhabitants. In addition to the weekly laboratory study of fossils and geologic maps, a two-day field trip will be taken in the late spring to study the geology of selected areas along the coast of Maine.

Geology 1-2 fulfills the laboratory science requirement for the degree for students with a year's work in college mathematics.

3. *Crystallography and Mineralogy.* Fall 1963 and Fall 1965.

Lectures will be devoted to morphological crystallography, crystal chemistry, and a survey of the common rock-forming and economic minerals. Six hours of laboratory each week will include morphological and x-ray crystallography, and identification of minerals by inspection, chemical, optical, and x-ray diffraction techniques.

Prerequisite: *Chemistry* 11, 12 or *Geology* 1-2.

4. *Optical Mineralogy and Petrography.* Spring 1964 and Spring 1966.

An introduction to the classification, genesis and description of the common rock-types. Six hours of laboratory each week will be devoted to the theory and use of the petrographic microscope as applied to mineral identification and rock description.

Prerequisite: *Geology* 3.

5. *Structural Geology.* Fall 1964 and Fall 1966.

An introduction to the primary and secondary structures of rocks, and the interpretation of crustal deformation from these features. Laboratory work will include the interpretation of the structural features of the United States as synthesized from local and regional data.

Prerequisite: *Geology* 1-2.

8. *Invertebrate Paleontology.* Spring 1965 and Spring 1967.

The concepts and paleontological evidence of evolution, the principles of paleontology, and application of fossil data to geology and biology will be discussed in addition to examining the classification and morphology of the invertebrate groups occurring as fossils. Three lecture hours and three laboratory hours each week.

During the spring vacation an eight-day field trip is taken to examine some of the major geological features of the Middle Atlantic and New England states emphasizing stratigraphic paleontology and structural geology. In addition, several important mineral deposits will be examined. Although not a requirement of the course, it is hoped all students concentrating in geology can participate.

Prerequisite: *Geology* 1-2 or *Biology* 1-2.

German

PROFESSOR KOELLN; PROFESSOR RILEY, *Chairman;* ASSISTANT PROFESSOR HODGE; AND TEACHING FELLOWS FAHL AND NERADT

NOTE: Students who think that they might like to teach German in high school or college should inform the Department early of their interest. They should take *History* 1-2 and college work in another foreign language besides German.

REQUIREMENTS FOR THE MAJOR IN GERMAN: A major consists of *German* 9, 10, 13, 14, the major course, and two units from the following: *German* 7, 8, 11, 12. Major students are urged to take *German* 5, 6. For a statement of the rules governing the major course, the choice of a minor, and the requirements for honors in German, see pages 84-86. Recommended for the minor are courses in European History, English Literature or another European Literature, Religion, European Art, or Philosophy.

*1-2. *Elementary German.* Offered every year. MESSRS. RILEY AND HODGE.

Five class hours a week, three of which will be devoted to training in grammar, composition, and reading. The two remaining periods, restricted to oral-aural training, will be conducted in the laboratory or in conversation classes by the native teaching fellows, MESSRS. FAHL AND NERADT.

A supervised language laboratory is available to all students in the Department.

*3-4. *Intermediate German.* Offered every year. MESSRS. RILEY AND HODGE.

Four hours a week, three of which will be devoted to reading, composition, and review of grammar. The one remaining period, restricted to oral-aural training, will be conducted in the laboratory or in conversation classes by the native teaching fellows, MESSRS. FAHL AND NERADT.

Director of the oral-aural program in *German* 1-2 and 3-4: Mr. Hodge.

5, 6. *German Conversation and Composition.* Offered every year. Mr. Koelln.

A course designed to teach a student to express himself in oral and written German and to understand the spoken language.

Prerequisite: *German* 3-4.

7. *German Literature of the Nineteenth Century.* Fall 1964 and Fall 1966. Mr. Koelln.

A study of the best elements of German Realism and Naturalism. Reading of lyric poetry, plays, and short stories.

Prerequisite: *German* 3-4.

8. *Continuation of Course* 7. Spring 1965 and Spring 1967. Mr. Koelln.

Prerequisite: *German* 3-4.

9, 10. *A Survey of German Literature.* Offered every year. Mr. Riley.

A rapid survey of German literature and civilization from the earliest times to the middle of the eighteenth century; more detailed study of the period from 1748 to modern times. Reading of lyric poetry, plays, and short stories.

Prerequisite: *German* 3-4.

11. *Schiller.* Fall 1963. Mr. Koelln.

The life, poetry, drama, historical, and philosophical works of Friedrich Schiller. Lectures in German, readings, and reports.

Prerequisite: *German* 3-4 or the consent of the instructor.

12. *The Romantic Movement in Germany.* Spring 1964. Mr. Koelln.

Prerequisite: *German* 3-4 or the consent of the instructor.

13, 14. *Goethe.* Offered every year. Mr. Koelln.

Life and works of Goethe, especially *Faust.*

Prerequisite: Any other course in German literature.

[15, 16. *Advanced German Composition and Conversation.*]

For especially prepared upperclassmen only.

The Major Program

100. *The Major Course.* Junior and Senior years. The Department.

The major course will consist of at least four seminars or conferences in each of the last four Semesters. These meetings are planned to supplement the work done in courses by helping students to achieve a reasonably coordinated knowledge of the history of German literature and civilization, and to gain an acquaintance with the most important works of representative authors.

200. *The Honors Paper.* Fall Semester or Spring Semester in the Senior year. The Department.

Candidates for honors are required to write an honors paper under the tutorial supervision of a member of the Department. See page 86 for a statement of the conditions governing such projects.

300-303. *Special Honors Project.* The Department.

A student desiring to submit a plan for a special honors project should submit his request to the Department during his Junior year, preferably before the opening of the Spring Semester. See page 86 for a statement of the rules governing special honors projects.

Government and Legal Studies

Professor Daggett, *Chairman;* Associate Professor Bearce;
Assistant Professors Walker and Yim; and
Messrs. Parkus and Davies

Requirements for the Major in Government and Legal Studies: A major consists of six course units, two of which shall be in the *general field* offered for the major examination and shall be either *Government* 1-2, or 11, 12. The other four shall be in the *special fields* and may be selected from all those offered by the Department other than *Government* 1-2. The minor shall be planned to complement the major. Ordinarily it is selected in a related field such as Economics, History, or Sociology, or in a combination such as American History and American Literature. For a statement of the rules governing the major course, the choice of a minor, and the requirements for honors, see pages 84-86.

Government

*1-2. *American Government.* Offered every year. Messrs. Daggett, Yim, and Parkus.

A survey of Government in the United States; a study of political institutions and governmental problems.

5. *Municipal Government.* Offered every Fall. Mr. Davies.

A study of the influence of technological, economic, and social change on American institutions of local government. Special emphasis is given to the problems of small towns and large cities in a period of increasing metropolitanization.

Prerequisite: *Government* 1-2, or 11, or the consent of the instructor.

6. *Intergovernmental Relations.* Offered every Spring. Mr. Davies.

Modern federalism: a survey of the factors that have changed the relations among the various levels of American government since 1789.

Prerequisite: *Government* 1-2, or 11, or the consent of the instructor.

9. *Public Administration.* Offered every Fall. Mr. Davies.

An evaluation of the impact of administrative theory and practice on American society. Attention will be focused primarily on American national government.

Prerequisite: *Government* 1-2, or 11, 12, or *Economics* 15, or the consent of the instructor.

11. *Comparative Government: Democracies.* Offered every Fall. Mr. Yim.

Analysis of the structure and workings of democratic governments other than the United States. The main emphasis is given to Great Britain and France, but the new Asian democracies, India and Japan, will be considered.

12. *Comparative Government: Dictatorships.* Offered every Spring. Mr. Yim.

Major emphasis is placed on the theory and practice of government in Soviet Russia, its satellites, and Communist China. Nazi Germany is examined as an example of a twentieth-century dictatorship.

13. *Political Parties.* Offered every Fall. Mr. Parkus.

A study of political parties, their role in democracy, and their relationships with other American political institutions. An examination of the principles governing party organization and leadership; and further consideration of such problems in practical politics as the behavior of voters and the techniques of campaigning.

14. *The Legislative Process.* Spring 1965. Mr. Walker.

A study of the policy-making process in American government with special emphasis on executive-legislative relations, the roles of Congress and the Presidency, and the basic problem of responsible formulation of public policy in modern American democracy.

Prerequisite: *Government* 1-2, or 11, or the consent of the instructor.

H13. (*History* 13) *The History of Political Thought in the West from Greek Antiquity to the Reformation.* Offered every Fall. Mr. Bearce.

A survey of political thought as illustrated in the writings of Plato, Aristotle, Polybius, Cicero, St. Augustine, John of Salisbury, St. Thomas Aquinas, Dante, Marsiglio of Padua, and Machiavelli.

Prerequisite: *History* 1-2, or *History* 7, 8, or *Philosophy* 11-12, or *Philosophy* 21, 22, or *Government* 1-2.

This course may be offered as a course in either History or Government.

H14. (*History* 14) *The History of Political Thought in the West from the Reformation to the Present Day.* Offered every Spring. Mr. Bearce.

A survey of political thought from the sixteenth century to the present, emphasizing the writings of major political thinkers like Hobbes, Locke, Rousseau, J. S. Mill, and Marx, and giving attention to such topics as the divine right of kings, liberty, democracy, sovereignty, natural law, conservatism, socialism, and fascism.

Prerequisite: As under *History* 13.

This course may be offered as a course in either History or Government.

15. *Problems of World Politics.* Spring 1965. Mr. Daggett.

An analysis of the position of the leading powers; selected problems illustrating the basic elements of stability and instability in the modern world.

16. *Development of American Political Thought.* Spring 1964. Mr. Parkus.

A survey of American political thought from the seedtime of the Republic through the present. Particular emphasis will be directed toward an analysis of major American thinkers from Madison to John Dewey. The course will conclude with an examination of the contemporary dialogue of American liberalism, conservatism, and radicalism.

Prerequisite: *Government* 1-2, or 11, or *History* 11-12, or 13, 14.

18. *Formulation of United States Foreign Policy.* Spring 1964. Mr. Davies.

A study of the forces and institutions which shape American foreign policy. The role of the President, the executive departments, the Congress, and interest groups will be examined.

Prerequisite: *Government* 1-2 or the consent of the instructor.

Legal Studies

*3-4. *American Constitutional Law.* Offered every year. Mr. Daggett.

A study of constitutional principles in the United States. The case method is used in the presentation of material.

Prerequisite: *Government* 1-2. Open to juniors and seniors.

7. *International Law.* Offered every Fall. Mr. Daggett.

A study of the modern state system, of the role of law in its operation, of the principles and practices which have developed, and of the problems involved in their application.

Prerequisite: *Government* 1-2, or 11, 12, or *History* 1-2, or 9, 10.

8. *International Organization.* Spring 1964. Mr. Daggett.

The development of arbitration and judicial settlement; the League of Nations; the United Nations; and selected agencies such as the International Labor Organization.

Prerequisite: *Government* 7.

10. *Administrative Law.* Spring 1965. Mr. Davies.

A study of the powers of American courts to review administrative decisions, procedures, and practices. The case method will be used in discovering the standards that have resulted.

Prerequisite: *Government* 1-2, or *Economics* 15, or the consent of the instructor.

The Major Program

100. *The Major Course.* Junior and Senior years. The Department.

During the Fall Semester each year the work, which is organized on a two-year cycle, deals with the masterpieces of political writing. In the Spring Semester the Senior work is preparatory for the examination, while the Junior reading deals with such concepts of political science as the state, law, sovereignty, and the nature of politics and the political process.

200. *The Honors Paper.* Fall Semester or Spring Semester in the Senior year. THE DEPARTMENT.

Candidates for honors are required to write an honors paper under the tutorial supervision of a member of the Department. See page 86 for a statement of the conditions governing such projects.

300-303. *Special Honors Project.* THE DEPARTMENT.

A student desiring to submit a plan for a special honors project should submit his request to the Department during his Junior year, preferably before the opening of the Spring Semester. See page 86 for a statement of the rules governing special honors projects.

History

PROFESSORS KENDRICK AND HELMREICH; ASSOCIATE PROFESSOR WHITESIDE, *Chairman;* ASSOCIATE PROFESSOR BEARCE; ASSISTANT PROFESSOR LEVINE; AND MESSRS. LYMAN AND ALLEN

REQUIREMENTS FOR THE MAJOR IN HISTORY: A major consists of *History* 1-2 and a minimum of six other courses, not more than four of which can be in American history, to be chosen after consultation with members of the Department. For the college regulations governing the choice of minors and requirements for honors, see pages 84-86. For a statement of the history major program and honors work see *Courses* 100, 200, 300-303 below.

*1-2. *History of Western Civilization from Classical Times to the Present.* Offered every year. MESSRS. LYMAN AND ALLEN.

A survey of the chief political, economic, religious, intellectual, and cultural developments of European society. The Fall Semester is devoted to the heritage of classical antiquity, the development of the Christian church, the Saracenic Empire, the feudal system, the beginning of national states, the Renaissance and Reformation. In the Spring Semester emphasis is laid on the growth of nationalism together with the evolution of present-day political and social systems, the French Revolution, the Industrial Revolution, imperialism, World War I, and the Interwar Period.

History 1-2 is a prerequisite for most advanced European history courses and is required of all students who major in history.

3. *Political, Cultural, and Intellectual History of Europe in the Classical Period.* Fall 1963. Mr. Bearce.

   A study of the civilizations of Greece and Rome from the Homeric Age to the late Roman Empire, emphasizing the political development, the economic and social conditions, and the culture of the classical world.

   Prerequisite: *History* 1-2, or 7, 8, or 13, 14.

4. *Cultural and Intellectual History of Europe in the Middle Ages.* Spring 1964. Mr. Lyman.

   A study of the intellectual and cultural history of the Middle Ages from the late Roman Empire to the fifteenth century, emphasizing the transmission of classical culture, the development of the medieval church, the growth of education and the universities, the achievements in medieval art, literature, and learning.

   Prerequisite: *History* 1-2.

5. *History of the Reformation and Enlightenment.* Offered every Fall. Mr. Kendrick.

   A brief study of the Italian Renaissance serves as an introduction for the political, religious, and intellectual history of Europe from the opening of the sixteenth century to the French Revolution.

   Prerequisite: *History* 1-2 or *History* 7, 8.

6. *History of the French Revolution and Napoleon.* Spring 1965. Mr. Kendrick.

   A study of the background, course, and influence on Europe of the French Revolution and the Napoleonic Era.

   Prerequisite: *History* 1-2 or *History* 7, 8.

7. *History of England from its Origins to the Seventeenth Century.* Fall 1964 and Fall 1966. Mr. Bearce.

   A survey of the cultural and intellectual, the political and constitutional, and the social and economic development of England.

8. *History of England from the Seventeenth Century to the Present Day.* Spring 1965 and Spring 1967. Mr. Bearce.

   Continuation of *Course* 7, but emphasizing, in addition, the growth of the British Empire.

9. *History of Europe from the Revolutions of 1848 to World War I.* Fall 1964 and Fall 1966. MR. HELMREICH.

Political and social history of the states of Europe and of their imperialistic expansion, ending in a detailed study of the origins of World War I.

Prerequisite: *History* 1-2, or *History* 7, 8, or *Government* 11, 12.

10. *Recent European History.* Spring 1965 and Spring 1967. MR. HELMREICH.

A rapid survey of World War I and the peace settlements as a background for the study of political and social developments in Europe in the interwar period, World War II, and current international problems.

Prerequisite: As under *History* 9.

*11-12. *History of the United States from the Beginnings of Colonial Settlement until the Present.* Offered every year. MESSRS. WHITESIDE AND LEVINE.

Although this course gives some attention to economic and social development, chief emphasis is upon political history and upon the factors—class interests, sectional alignments, party development, and diplomacy—associated with it. The Spring Semester is devoted to the period since the Civil War.

13. *The History of Political Thought in the West from Greek Antiquity to the Reformation.* Offered every Fall. MR. BEARCE.

A survey of political thought as illustrated in the writings of Plato, Aristotle, Polybius, Cicero, St. Augustine, John of Salisbury, St. Thomas Aquinas, Dante, Marsiglio of Padua, and Machiavelli.

Prerequisite: *History* 1-2, or *History* 7, 8, or *Philosophy* 11-12, or *Philosophy* 21, 22, or *Government* 1-2.

This course may be offered as a course in either History or Government.

14. *The History of Political Thought in the West from the Reformation to the Present Day.* Offered every Spring. MR. BEARCE.

A survey of political thought from the sixteenth century to the present, emphasizing the writings of major political thinkers like Hobbes, Locke, Rousseau, J. S. Mill, and Marx, and giving attention to such topics as the divine right of kings, liberty, democracy, sovereignty, natural law, conservatism, socialism, and fascism.

Prerequisite: As under *History* 13.

This course may be offered as a course in either History or Government.

*15-16. *History of Russia and East Central Europe.* Fall and Spring 1963-1964. MR. ALLEN. Fall and Spring 1965-1966. MR. HELMREICH.

A study of the historic origins and development of the peoples of Russia, the Baltic States, Poland, Czechoslovakia, Austria, Hungary, the Balkans, and Turkey, ending with an analysis of Russia's present-day relations with her satellites.

Prerequisite: *History* 1-2 or 7, 8.

17. *History of South Asia in the Modern Period.* Spring 1964. MR. BEARCE.

South Asia now consists of a group of new states—India, Pakistan, Ceylon, Afghanistan, Nepal, and Burma—which grew out of the complex and impressive ancient and medieval Indian tradition. This study of modern South Asia begins with the declining Mughal Empire of the eighteenth century, continues with the period of British predominance, and concludes with the emergence of the present modern states. Considerable attention is given to the development of South Asian culture and to the political, social, and economic problems involved in the modernization of this region.

21. *History of American Westward Expansion.* Spring 1965 and Spring 1967.

A survey of the various American "Wests" from the late colonial period to the present day, with emphasis upon conflicting interpretations of the significance of the frontier in American history. Topics for study include the westward migration, economic adjustment, western political and social patterns, and the West in literature and folklore.

Prerequisite: *History* 1-2, or *History* 11-12, or *Government* 1-2.

22. *History of American Foreign Policy.* Fall 1964 and Fall 1966.

American foreign policy and the attitudes of the American people toward world affairs from the Revolution until 1945. Relations with Europe, the Americas, and the Far East are traced, and attention is given to the changing objectives of American foreign policy.

Prerequisite: *History* 1-2, or *History* 11-12, or *Government* 1-2.

23. *History of Latin America.* Fall 1963. MR. LEVINE.

Beginning with an examination of the colonial policies of

Spain and Portugal, the course continues through the movement for national independence, the struggle for political stability and economic development, and ends with an examination of some of the problems now facing the area.

Prerequisite: *History* 1-2, or *History* 11-12, or *Government* 1-2.

*27-28. *Social and Intellectual History of the United States from the Colonial Period to the Present.* Fall and Spring 1963-1964 and 1965-1966. Mr. Whiteside.

An analysis of historically important social factors and formative ideas: conditions of living, economic problems and adjustments, immigration and internal migration, religion, education, cultural aspirations, and changing attitudes toward the world community are studied with respect to their significance for American development and the American character. The Spring Semester is devoted primarily to the period since 1850.

Elective for juniors and seniors; a general knowledge of American history is desirable.

The Major Program

100. *The Major Course.* Junior and Senior years. The Department.

During their Junior year all history majors will read a common core of material under the supervision of the members of the Department. During their Senior year they will meet for study with individual members of the Department according to their field of interest and concentration. In addition, Junior and Senior majors are expected to attend meetings of the History Club which assembles several times during the year as programs are arranged.

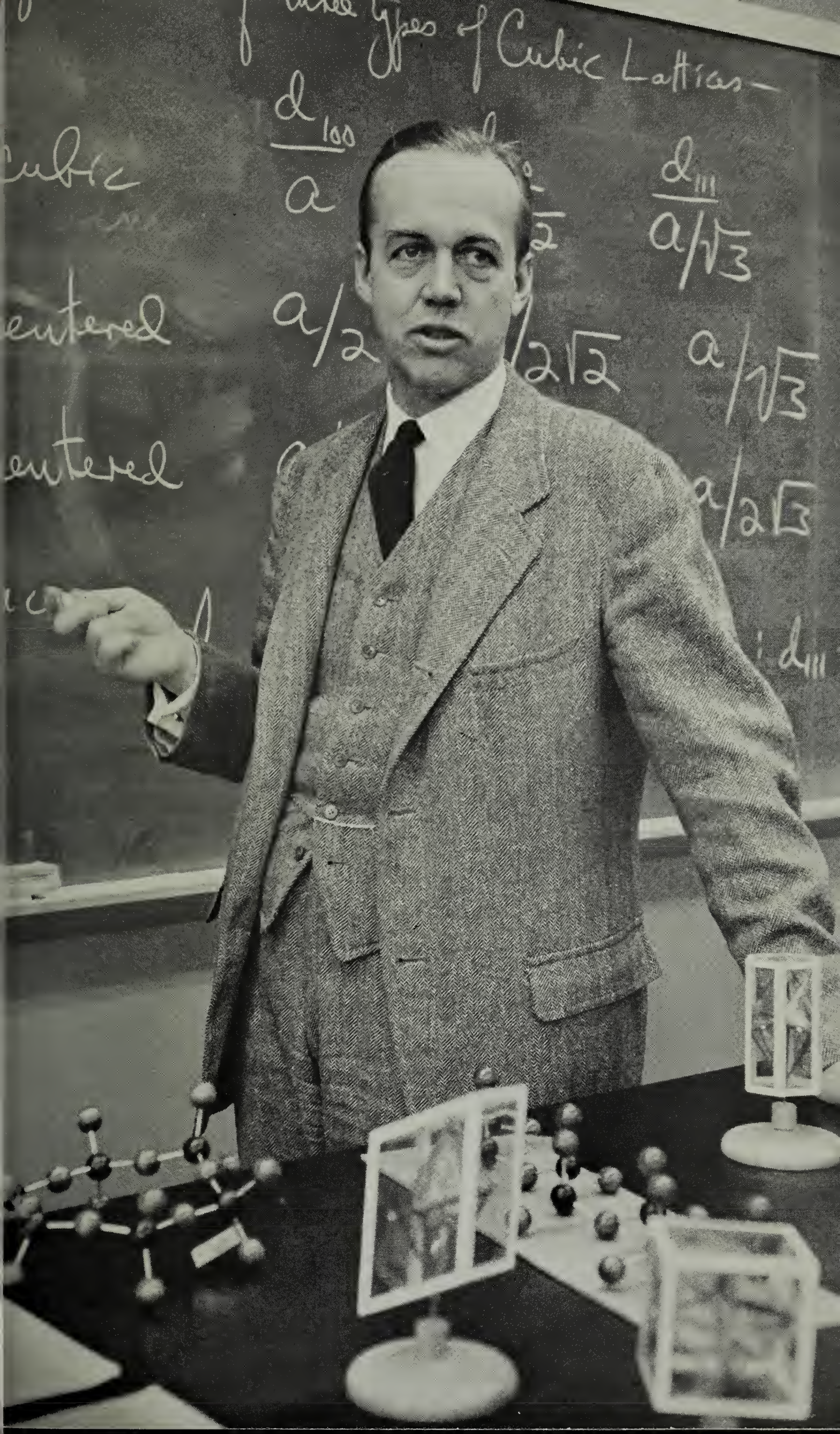
200. *The Honors Paper.* The Department.

Candidates for honors in history must submit an honors thesis written under the supervision of a member of the Department. A student may be relieved of one of his four regular courses during either Semester of his Senior year to write this thesis, or he may prepare it during his Junior and Senior years while carrying his regular course program. In either case the thesis will be counted for course credit. See page 86 for a statement of the conditions governing such projects.

300-303. *Special Honors Project.* The Department.

With the approval of the Department and the consent of

The President of the College shares in the teaching of the important introductory course in Chemistry. Both the President and the Deans help to maintain Bowdoin's cherished tradition of administrators who are also scholars and teachers. →


Types of Cubic Lattices—
$\frac{d_{100}}{a}$
$\frac{d_{111}}{a/\sqrt{3}}$
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entered
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$2\sqrt{2}$
$a/\sqrt{3}$
entered
$a/2\sqrt{3}$
d_{111}

BOWDOIN

the Recording Committee students may be released from not more than four courses in their final three Semesters for work on a special research project.

Mathematics

Professor Holmes, *Chairman;* Professors Korgen, Christie, and Chittim; Assistant Professors Lubin and Sterling; and Dr. Gilman

Requirements for the Major in Mathematics: Each major student is required to complete *Course* 100. He may meet the remaining requirements for the major (1) by completing with acceptable grades *Courses* 21, 22, 31, 35, and four others chosen with the approval of the Department from courses numbered 30 or above, provided that the total number of his college courses is two more than the number required for graduation, or (2) by completing *Courses* 21, 22, 31, 35, and two others numbered 30 or above, plus the comprehensive examination.

11. *Analytic Geometry and Calculus.* Offered every Fall. The Department.

Brief introduction to sets and symbolic logic; elements of analytic geometry; and of differential and integral calculus, with algebraic functions.

Open to students whose secondary school courses, offered for admission to college, have included the customary training in first and second degree equations and inequalities, exponents and radicals, geometric progressions, the binomial theorem, the function concept, coordinate systems and graphs, and the properties of and relations among the trigonometric functions.

12. *Continuation of Course* 11. Offered every Spring. The Department.

Calculus with transcendental functions; an introduction to ordinary differential equations.

Prerequisite: *Mathematics* 11 or an equivalent preparation which includes elementary analytic geometry and a thorough course in calculus with algebraic functions.

14. *Elementary Mathematics of Statistics.* Offered every Semester. Mr. Gilman.

Probability; topics from the mathematical theory of statis-

← *Each weekday morning at* 10:00 *o'clock and on Sundays at* 5:00 P.M., *Bowdoin's chimes summon students to Chapel. Although Bowdoin has always been a nonsectarian college, attendance at the daily exercises and Sunday vespers, conducted by members of the Faculty and visiting clergymen, is required of all undergraduates.*

tics, such as measures of dispersion, curve fitting, statistical correlation, theoretic frequency distributions, and elementary sampling theory.

Prerequisite: As for *Mathematics* 12.

21. *Vector Geometry and Linear Algebra.* Offered every Fall.

Vectors and matrices applied to topics in linear mathematics.

Prerequisite: *Mathematics* 12.

22. *Intermediate Calculus.* Offered every Spring.

Infinite series; partial differentiation; multiple integration; applications to geometry.

Prerequisite: *Mathematics* 21.

24. *Algebra.* Offered every Spring. MR. CHITTIM.

Sets, fields, groups, real and complex numbers, theory of equations, determinants and matrices.

Prerequisite: *Mathematics* 12.

29. *Vector Mechanics of Particles.* Offered every Fall. MR. CHRISTIE.

Introduction to the algebra, geometry, and scalar calculus of vectors. Statics, kinematics, and dynamics of particles. Impulse, momentum, work, and energy. Damped oscillations. Applications to various topics in mechanical physics.

Prerequisite: *Mathematics* 12. *Mathematics* 21 should usually be taken concurrently.

30. *Vector Mechanics of Bodies and Media.* Offered every Spring. MR. CHRISTIE.

Statics, kinematics, and dynamics of rigid bodies. Vector analysis of fields; gradient, curl, and divergence. Topics from hydromechanics, mechanics of elastic media, and kinetic theory. Introduction to the methods of Lagrange and Hamilton.

Prerequisites: *Mathematics* 21, 29. *Mathematics* 22 should usually be taken concurrently.

31. *Advanced Calculus.* Offered every Fall.

Uniform convergence, special series expansions of functions, the Laplace transformation, general methods in differential equations, some special functions, partial differential equations, coordinate systems, transformations of multiple integrals, elements of differential geometry.

Prerequisite: *Mathematics* 22.

32. *Continuation of Course* 31. Offered every Spring.

Prerequisite: *Mathematics* 31.

33. *Foundations of Geometry.* Offered every Fall. MR. STERLING.
Axioms and models for various geometries; coordinatization; theorems of Pappus and Desargues; mensuration; the groups of motions in a geometry.
Prerequisite: *Mathematics* 21.

35. *Introduction to Algebraic Structures.* Offered every Fall.
Algebraic properties of number systems. Groups, rings, fields, vector spaces, and their homomorphisms.
Prerequisite: *Mathematics* 21.

36. *Set Theory.* Spring 1964.
The set-theoretical foundations of mathematics, including equivalence and order relations, ordinal and cardinal numbers, and the axiom of choice. Although there are no formal prerequisites, the student is expected to have completed at least two years of mathematics.

[37. *Probability Theory and the Mathematics of Statistics.*]
Sample spaces, probability measure, probability distributions. Stochastic independence, analysis of pairs of measurements, curve fitting. Correlation: bivariate, multiple, partial. Statistical inference and confidence intervals. Actuarial theory. Sampling theory. Randomness tests. Random walk problems. Markov chains.
Prerequisite: *Mathematics* 14.

[38. *Continuation of Course* 37.]
Prerequisite: *Mathematics* 37.

39. *Introduction to Topology.* Fall 1963. MR. CHRISTIE.
Topological spaces and such concepts as compactness, connectedness, and metrizability. Topological properties of networks and polyhedra, curves, and surfaces. Mappings, vector fields, and fixed points. The emphasis of this course is geometric and the development is in part heuristic.
Prerequisite: *Mathematics* 22.

40. *Topics in Topology.* Spring 1964.
One or two directions in topology are pursued with a fair degree of thoroughness. Possible topics are the following: homology and cohomology theories of complexes and spaces, homotopy theory, topological groups, the algebraic theory of knots, differential topology, additional general topology, or applications of topology.
Prerequisites: *Mathematics* 35, 39; or the consent of the instructor.

42. *Abstract Algebra.* Fall 1964.

Polynomial rings. Field extensions. Galois theory. Metric structures on vector spaces.

Prerequisite: *Mathematics* 35.

44. *Advanced Topics in Geometry.* Spring 1965.

The content of the course will vary, so as to provide the student with advanced geometrical experience from the areas of algebraic geometry, classical differential geometry, or projective and metric geometry.

Prerequisites: *Mathematics* 31, 35.

45. *Real Variable.* Fall 1963. MR. LUBIN.

The real number system, foundations of the calculus, theory of functions of real variables, the Riemann-Stieltjes integral, existence theorems for ordinary differential equations.

Prerequisite: *Mathematics* 31.

46. *Complex Variable.* Offered every Spring.

Analytic functions of a complex variable, differentiation and integration in the complex plane, theory of residues, conformal mapping.

Prerequisite: *Mathematics* 45, or *Mathematics* 31 and the consent of the instructor.

The Major Program

100. *The Major Course.* Junior and Senior years. THE DEPARTMENT.

The object of the course is to expand the mathematical horizon of the major through assigned reading, a series of substantial problems, and individual projects upon which oral or written reports will be required. In particular, the work of the Junior year is designed to enable the major to deal competently and confidently with concepts which have been introduced in or suggested by the mathematical courses of the first two years; the degree to which such proficiency has been attained will be tested by examinations.

200. *The Honors Paper.* Fall Semester or Spring Semester in the Senior year. THE DEPARTMENT.

Candidates for honors are required to write an honors paper under the tutorial supervision of a member of the Department. See page 86 for a statement of the conditions governing such projects.

300-303. *Special Honors Project.* THE DEPARTMENT.

A student who desires to engage in a special honors project should submit his plan to the Department during his Junior year, preferably before the opening of the Spring Semester. See page 86 for a statement of the rules governing special honors projects.

THE INSTITUTE PROGRAMS

The two programs below are sponsored by the National Science Foundation. Work in both is conducted at the graduate level.

1963 Summer Institute
for Secondary School Teachers of Mathematics

Professor Chittim, *Director;* Professor Holmes; Professor Robert M. Thrall (Michigan); Dr. William F. Lucas (Michigan); and Dr. Gilman.

Course I. *Modern Applications of Mathematics.*

Emphasis on modern applications in the social sciences, including management science and operations research. Preliminary preparation in aspects of linear algebra, matrices, probability theory, and of other topics bearing on these applications. Development of Monte Carlo method, game theory, linear programming, and other techniques in the mathematics of optimization.

Course II. *Complex Variable.*

Analytic functions of a complex variable, differentiation and integration in the complex plane, theory of residues, conformal mapping.

1964 Summer Institute
for Secondary School Teachers of Mathematics

Course I. *Theory of Numbers.*

Course II. *Theory and Techniques of Modern Computing.*

The Summer Institutes for Secondary School Teachers of Mathematics are part of a program of *sequential* institutes. Participants are secondary school teachers who have done work of superior quality as undergraduate majors in mathematics at accredited institutions and who in other ways are ready to undertake graduate studies. Successful completion of work in four Bowdoin Summer Institutes leads to the award of the degree of Master of Arts.

1963-1964 Academic Year Institute for Secondary School Teachers of Mathematics

PROFESSOR HOLMES, *Director*

Participants in this Institute are selected secondary school teachers with a background in the *subject-matter* of mathematics enabling them to pursue the subject at the level of graduate study. The 1963-1964 Academic Year Institute is related to the 1963 Summer Institute in such a way as to provide a program of graduate study running through a twelve-month year. Each graduate student submits for the approval of the Department a program of ten courses. Of these, two are the offerings of the 1963 Summer Institute; six are chosen from advanced upper-class courses; two are graduate seminars especially arranged for the members of the Academic Year Institute. Successful completion of the program with a level of performance appropriate to work at the graduate level leads to the award of the degree of Master of Arts.

Military Science

LIEUTENANT COLONEL VASSAR, MAJOR FLEMING, CAPTAIN BOYLES, CAPTAIN DICKERSON, MASTER SERGEANT BAILEY

*11-12. *First Year Basic Course* (90 hours). Offered every year.

Organization of the Army and ROTC: To provide an understanding of the Army organization and the Army ROTC (5 hours). *Individual Weapons and Marksmanship:* To give the student a practical working knowledge of the basic individual weapon presently used in the United States Army, and acquaint the student with the conduct of individual weapons and marksmanship training (10 hours). *United States Army and National Security:* To provide an understanding of the missions and responsibilities of the United States Army as a member of the National Defense Team (15 hours). *Academic Subject:* The additional required 30 classroom hours will be met by the substitution of a nonmilitary-taught course selected by the student from the following general academic areas—Effective Communication, Science Comprehension, General Psychology, Political Development and Political Institutions (30 hours). *Leadership Laboratory:* To provide for leadership training, drill experience, and the development of certain characteristics of leadership through progressive training in leadership, drill, and command. This phase of military science continues in steps of increasing responsibility through the entire four-year program (30 hours).

*21-22. *Second Year Basic Course* (90 hours). Offered every year.

Map and Aerial Photograph Reading: To develop proficiency in the use of maps and aerial photographs for future practical application in military science (15 hours). *American Military History:* To provide an understanding of the United States Army's past achievements and contributions to the Nation in peace and war (30 hours). *Introduction to Operations and Basic Tactics:* To introduce the principles and fundamentals of small unit tactics as a basis for understanding the duties, responsibilities, and methods of employment of basic military units (15 hours). *Leadership Laboratory:* As listed for *Courses* 11-12 with special attention to the continued development of leadership potential through assignments to positions of increased responsibility in the Cadet Corps (30 hours).

Prerequisite: *Military Science* 11-12 or credit for prior military training or service.

31. *First Year Advanced Course* (75 hours). Offered every Fall.

Branches of the Army: To provide information on the role of the various branches of service in the broad mission of the Army so as to assist the student in selecting the branch of service in which he desires to be commissioned (15 hours). *Academic Subject:* Elective subject will be chosen from the following general academic areas for utilization in the Fall Semester of the Junior year—Effective Communication, Science Comprehension, General Psychology, Political Development and Political Institutions. In the event that a particular subject was required in the student's normal academic curriculum during his Freshman and Sophomore years, the elective must be selected either from another general area or an advanced subject in the same area. However, if the subject selected was not required in the student's academic curriculum during his Freshman and Sophomore years, complete freedom of selection from within the four academic areas is permissible. The PMS will evaluate and approve the elective subject selected. Consideration will be given to the value of the subject in furthering the professional qualification of the student as a prospective commissioned officer in the United States Army (45 hours). *Leadership Laboratory:* As listed for *Courses* 11-12, emphasizing the functions, duties, and responsibilities of leaders in the first three noncommissioned and/or junior officer grades (15 hours).

Prerequisite: *Military Science* 21-22 or credit for prior military training or service.

32. *Continuation of Course* 31 (80 hours). Offered every Spring.

Leadership: To introduce the factors which affect human behavior, methods of accomplishing motivation, and practices in the application of sound principles of leadership appropriate to company grade officers (10 hours). *Military Teaching Principles:* To develop an understanding of the principles, methods and techniques which are fundamental to military instruction, and to provide opportunities for the student to develop skill in the preparation, presentation and evaluation of instruction (20 hours). *Small Unit Tactics and Communications:* To review the principles and fundamentals of small unit tactics and develop an understanding of their application to infantry units of the infantry division; to familiarize the student with principles of communications and communication systems used (30 hours). *Precamp Orientation:* To provide refresher training and familiarization with administrative procedures and general conduct of training at ROTC Summer Camp (5 hours). *Leadership Laboratory:* As listed for *Course* 31 (15 hours).

Prerequisite: *Military Science* 31.

ROTC Summer Camp: Summer 1964. Students enrolled in the Advanced Course are required to attend a summer camp of six weeks' duration, normally upon completion of MS 32. Camp Training is essentially of the individual and unit type, with the student receiving experience in the performance of tactical, technical, and administrative duties in the field. Intensive training will be conducted with emphasis on the development of leadership and the student's capability to function effectively in small infantry unit combat operations. Camp is conducted at and supported by a major military installation. Exact location will be announced.

41. *Second Year Advanced Course* (75 hours). Offered every Fall.

Operations: To provide an understanding of command and staff organization, military intelligence, combat orders, and the duties and responsibilities of company and infantry division battle group officers toward training (15 hours). *Logistics:* To teach the fundamentals of Army supply and movement of small units (15 hours). *Military Law:* To teach the fundamental concepts of military justice in the Armed Forces of the United States, as provided for in the *Uniform Code of Military Justice* and the *Manual for Courts Martial, United States, 1951* (15 hours). *The Role of the United States in World Affairs:* To provide an appreciation of the role of the United States in world affairs, and an orientation in the relative geographical, economical, political, sociological, and military elements of power in the world, and to emphasize the responsibilities of the United States (10 hours). *Army Administration:* To teach the basic concepts of Army administration (5 hours). *Leadership Laboratory:* As listed for *Courses* 11-12 with further development of leadership potential by requiring the students to plan and conduct drills and ceremonies (15 hours).

Prerequisite: *Military Science* 32.

42. *Continuation of Course* 41 (75 hours). Offered every Spring.

Army Administration: As listed for *Course* 41 (10 hours). *Service Orientation:* To provide information on service life for future officers (5 hours). *Academic Subject:* Elective subject will be chosen for utilization in the second Semester of the Senior year as provided for in *Course* 31 (45 hours). *Leadership Laboratory:* As listed for *Course* 41 (15 hours).

Prerequisite: *Military Science* 41.

Music

PROFESSOR TILLOTSON, *Chairman;* AND
ASSOCIATE PROFESSOR BECKWITH

REQUIREMENTS FOR THE MAJOR IN MUSIC: A major in Music consists of *Music* 1-2 (required but not credited toward the major); four units in Theory (*Music* 11-12, and 13-14); three units in the history of Music (*Music* 3, 4, 5); two units in the Development of Style (*Music* 21-22); and two units concerned with Special Topics (*Music* 23-24). A prerequisite for all majors in Music is an elementary ability in piano playing. In addition, all majors are urged to take *History* 1-2 and *Philosophy* 38. Graduate examinations in Music, given each year in April, are required of all majors. The Department underwrites the cost.

Freshmen anticipating a major in Music should elect *Music* 1-2 (Materials and Forms) and *Music* 11-12 (Harmony) in their Sophomore year because the major program in the Junior year is based upon the first of these courses, and *Music* 13-14 should be taken in the Junior year in preparation for the advanced analytical course, *Music* 21-22. The major work in the Senior year is dependent on all these courses. Mindful of the sequential nature of the courses, majors in Music should follow the following time pattern: *Music* 1-2, 11-12 (Sophomore year); *Music* 13-14 (Junior year), and the three units in the history of Music (Sophomore and Junior year); and *Music* 21-22 and 23-24 (Senior year).

For a statement of the rules governing the major course, the choice of minors, and the requirements for honors in Music, see pages 84-86.

Courses 1-6 provide surveys of the materials and formal structure of music and of musical history; no previous musical training is required. Open to all sophomores and upperclassmen, these courses are recommended for those who do not wish to extend their studies into the various fields of musical theory.

Courses 11-14 are technical and are offered for students majoring in Music and also for students who wish to study musical theory apart from the major. *Courses* 21-24 are for majors only.

*1-2. *Materials and Forms.* Offered every year. MR. TILLOTSON.

Although this course is devised for students without musical backgrounds, it is also valuable to others as a means of widening their horizons. The ability to read music or to play an instrument is not necessary. Scores are used, but the ability to read them is acquired by class practice. The course treats music as a means of communication, and hence as a "language" through which the student may arrive at the meaning of music. Tone-color, rhythm, melody, and harmony are studied by listening to music, not through technical exercises, after which the principal forms are studied. After a survey of music before 1600, the course begins with Bach and is confined to masterpieces and composers from 1685 through the contemporary period. Sound films, slides, and microfilms of scores form an integral part of the course.

3. *Music of the Middle Ages through the Golden Age of Polyphony:* A.D. *400-1600*. Fall 1964. MR. TILLOTSON.

No prerequisite or musical training necessary. *Music* 3, 4 will be offered in alternation with *Music* 5, 6.

4. *Music of the Basso Continuo Period through the Classical Period.* Spring 1965. MR. TILLOTSON.

This course covers the beginnings of opera, the period of Bach and Handel, and that of Mozart, Haydn, and Beethoven.

No prerequisite or musical training necessary.

5. *Music of the Romantic Period.* Fall 1963. MR. BECKWITH.

The period from Schubert through Wagner and the post-romantics.

No prerequisite or musical training necessary.

6. *Impressionism and the Modern Period.* Spring 1964. MR. TILLOTSON.

No prerequisite or musical training necessary. Students electing *Music* 1-2 cannot take *Music* 6.

*11-12. *Elementary Harmony.* Offered every year. MR. BECKWITH.

A technical course in the conventional chord structure and harmonic progression of the period of common practice of the eighteenth century. Exercises in four-part writing, harmonic analysis, keyboard harmony, and ear-training. A fourth hour will be offered weekly during the Fall Semester for special training in tonalities, wherever this is found necessary.

Prerequisite: The ability to read music, and an elementary knowledge of piano playing. Students should consult the instructor before registration.

*13-14. *Advanced Harmony and Counterpoint.* Offered every year. MR. BECKWITH.

A continuation of *Music* 11-12, extending the study of chord structure into nineteenth-century chromaticism, together with introductory tonal counterpoint. Original composition will be encouraged whenever possible. The course will include further study of tonal counterpoint, including canon, invention, and fugue. Introduction to modal counterpoint.

Prerequisite: *Music* 11-12.

*21-22. *The Development of Musical Style: 1000-1750.* Offered every year. MR. BECKWITH.

A course planned primarily for majors in Music in their Senior year. A limited number of works, each characteristic of its period and type, will be analyzed in detail, with special attention to the significance of each work in the development of the technique of composition. Insofar as possible works studied will be performed. Students should consult the instructor before registration.

*23-24. *Special Topics.* Offered every year. MR. TILLOTSON.

A course designed to provide a more thorough acquaintance with topics not treated comprehensively in other courses offered by the Department. The problems studied will be selected to meet the needs of individual students.

Offered only to majors in Music in their Senior year. Students should consult the instructor before registration.

The Major Program

100. *The Major Course.* Junior and Senior years. Mr. Tillotson.

In Junior year the major course will consist of weekly meetings based on *Music* 1-2. In the event a student does not decide to major in Music until his Junior year and thereby fails to elect *Music* 1-2 and 11-12 in his Sophomore year, he must be prepared to double his course load in Music during the last two years.

In Senior year the major course will consist of weekly seminars devoted to the history of Music. The work will be based upon *Music* 3, 4, 5, and 6, supplemented by collateral reading in the periods not covered by courses.

200. *The Honors Paper.* Fall Semester or Spring Semester in the Senior year. The Department.

Candidates for honors are required to write an honors paper under tutorial supervision on either a detailed formal, stylistic, and technical analysis of a major composition, or an essay on some aspect of the history of Music. See page 86 for a statement of the conditions governing such projects.

300-303. *Special Honors Project.* The Department.

Students majoring in Music may offer a recital, music drama, or other creative effort as an honors project, if in the opinion of the Department this offering promises to be of high artistic caliber. The recital must be accompanied by adequate program notes and an essay on the historical, stylistic, and formal aspects of the program.

Philosophy

Professor Pols, *Chairman;* Associate Professor McGee

Requirements for the Major in Philosophy: A major consists of six units approved by the Department. For a statement of the rules governing the major course, the choice of a minor, and the requirements for honors in Philosophy, see pages 84-86, 143.

*11-12. *Introduction to Philosophy.* Offered every year. THE DEPARTMENT.

An introduction to philosophy by means of an elementary consideration of its principal problems, as: the nature and methods of philosophy; sources and criteria for valid knowledge; rival conceptions of causation, of physical and organic nature, and of ultimate reality; the nature of mind, soul, and self; the status of ethical and religious values; and the question of the validity of metaphysical reasoning—or reasoning about ultimate reality. Readings in various philosophers, classical, modern, and contemporary.

21. *History of Ancient and Medieval Philosophy.* Fall 1963 and Fall 1964. MR. MCGEE.

A study of the prototypes of European thought in ancient philosophy and a survey of medieval philosophy. Readings in the pre-Socratics, Plato, Aristotle, the Stoics, the Epicureans, St. Augustine, and St. Thomas Aquinas. Supplementary reading in a history of philosophy.

Open without prerequisite to juniors and seniors. Prerequisite for sophomores: *Philosophy* 11-12 or the consent of the instructor. Not open to freshmen.

22. *History of Modern Philosophy.* Spring 1964 and Spring 1965. MR. POLS.

Western philosophy from the Renaissance to the present. Some attention will be given to the development of the modern scientific attitude and to its interplay with philosophy. Readings in Descartes, Spinoza, Hobbes, Leibniz, Berkeley, Hume, Kant, Schopenhauer, and Hegel. Supplementary reading in a history of philosophy.

Prerequisite: *Philosophy* 21 or the consent of the instructor.

31. *The Background of Contemporary Philosophy.* Fall 1964 and Fall 1966. MR. MCGEE.

A study of certain philosophical tendencies in the nineteenth century that have an important influence on contemporary philosophical investigation: the situation of philosophy after Kant; philosophy of history and the dialectic method (Hegel); social responsibility (Marx, Comte, Mill); the individual on his own—the origins of existentialism (Dostoevski, Schopenhauer, Nietzsche, Kierkegaard); and philosophical foundations of scientific and historical method in the nineteenth century.

Prerequisite: *Philosophy* 11-12 or 21, 22.

32. *Contemporary Philosophy.* Spring 1965 and Spring 1967. Mr. Pols.

A study of contemporary philosophy, with particular reference to the dispute about the nature and role of philosophy itself. The analytic movement, which in its various phases (logical atomism, logical positivism, linguistic analysis) advocates the confinement of philosophy to a second-order activity concerned with the analysis of science and everyday knowledge, will be contrasted with movements such as phenomenology, existentialism, and the revival of speculative metaphysics, which claim for philosophy a first-order concern with reality and man's relation to it. Readings in Russell, Ayer, Wittgenstein, Ryle, Husserl, Sartre, Jaspers, Heidegger, Whitehead.

Prerequisite: *Philosophy* 11-12 or 21, 22.

33. *Metaphysics.* Fall 1963 and Fall 1964. Mr. Pols.

The problem of the limits of knowledge is examined with a view to determining the proper scope of metaphysical theories. Certain persistent metaphysical issues are then considered in a contemporary setting.

Prerequisite: *Philosophy* 11-12 or 21, 22.

34. *Ethics.* Spring 1965 and Spring 1967. Mr. McGee.

A study of the main types of ethical theory, based on the reading of historical and contemporary sources; and a critical inquiry into the problems of personal and social ethics.

Prerequisite: *Philosophy* 11-12 or 21, 22.

35. *Logic.* Fall 1963 and Fall 1965. Mr. McGee.

A systematic treatment of the principles of valid inference. After a consideration of the traditional approach, including the syllogism, modern techniques for representing arguments and logical truths are presented. The problem of logical truth is then related to the general problems of theory of knowledge. The course ends with a survey of the structure of deductive systems and their use in science.

38. *Philosophy of Art.* Spring 1964 and Spring 1966. Mr. Pols.

An introduction to esthetics or the philosophy of art. Representative theories of art are discussed and used as the basis for the development of a general theory that takes account of the expressive, cognitive, and productive or creative elements in art. This theory is then applied in detail to painting, poetry, and music; in this part of the course there will be considerable study of actual works of art. Readings in classical and contemporary theories of art.

Prerequisite: *Philosophy* 11-12, or 21, 22, or the consent of the instructor.

[39. *Major Philosophers.*]

An intensive study of the writings of some one major philosopher, usually drawn from the following group: Plato, Aristotle, Kant.

Prerequisite: *Philosophy* 11-12 or 21, 22.

40. *Theory of Knowledge.* Spring 1964 and Spring 1966. Mr. McGee.

An examination of some of the principal problems in and about epistemology, such as the nature of meaning and truth, a priori knowledge, the limits of science, and the role of linguistic analysis in philosophy.

Prerequisite: *Philosophy* 11-12 or 21, 22.

The Major Program

100. *The Major Course.* Junior and Senior years. The Department.

The major course will consist of at least four seminars in each of the last four Semesters. The readings upon which the discussions are based are chosen to permit the use of two approaches used alternately: (1) Detailed concentration on some outstanding work exemplifying a particular philosophic outlook; (2) Synoptic review of some central and recurrent philosophic problems. A paper will be required in each of the four Semesters of the major course.

200. *The Honors Paper.* Fall Semester or Spring Semester in the Senior year. The Department.

Candidates for honors are required to write an honors paper under the tutorial supervision of a member of the Department. See page 86 for a statement of the conditions governing such projects.

300-303. *Special Honors Project.* The Department.

A student desiring to submit a plan for a special honors project should submit his request to the Department during his Junior year, preferably before the opening of the Spring Semester. See page 86 for a statement of the rules governing special honors projects.

Physical Education

MR. MORRELL, *Chairman;* AND MESSRS. MACFAYDEN, SABASTEANSKI, COOMBS, COREY, WATSON, KOSTACOPOULOS, BUTT, BICKNELL, AND LINKOVICH

Physical Education.

Each student is required to attend classes in physical education three days each week during his first four Semesters in College or to participate in a supervised sports program. Some credit will be given for participation in ROTC drill.

The following requirements in Physical Education must be met by every student: (1) Participation for at least one season in a supervised varsity sport, (2) Demonstration of "a playing knowledge" of some sport such as tennis, golf, or swimming, and (3) Sufficient competence in swimming to satisfy the minimum tests formulated by the Department.

Physics

PROFESSOR LITTLE, *Chairman;* PROFESSORS JEPPESEN AND CHRISTIE; ASSOCIATE PROFESSOR LACASCE; AND ASSISTANT PROFESSOR WALKLING

REQUIREMENTS FOR THE MAJOR IN PHYSICS: No rigid requirements are set beyond the minimum of six semester courses above the introductory level. Students should examine carefully the prerequisites for advanced courses and fulfill them as far as possible during Sophomore year. Major students are urged to offer two additional semester physics courses in lieu of a major examination and to continue their mathematical studies beyond the required prerequisites.

*11-12. *General Physics.* Offered every year. MESSRS. LITTLE, LACASCE, AND WALKLING.

An introduction to the whole field of physics with demonstration lectures and laboratory work.

Prerequisite: A college course in *Mathematics,* concurrent registration or previous credit.

23. *Electrical Circuits.* Offered every Fall. MR. LACASCE.

Circuit theory—dc, ac, and transient—as applied to linear passive elements, electron tubes, and modern solid state devices. Emphasis is placed on the correlation of theory with

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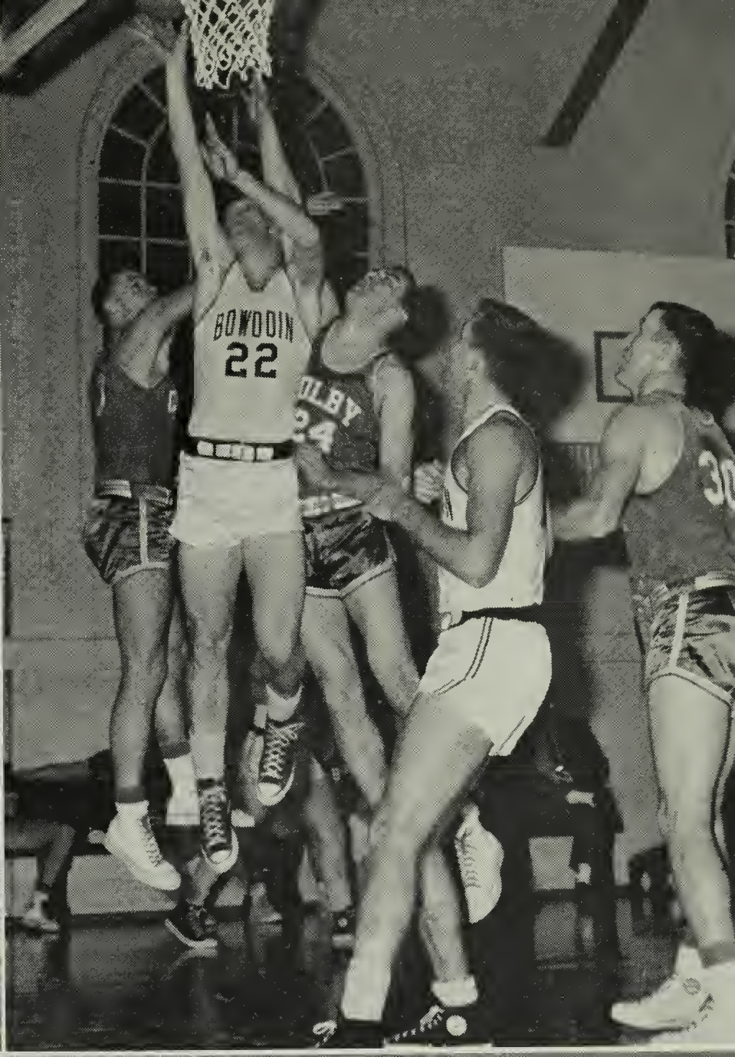
The athletic program at Bowdoin is designed for all students. Each undergraduate is required to take part in a sport in College which he may continue to enjoy in later years. Tennis, golf, skating, and swimming are favorites. →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laboratory practice. The course may well serve as an introduction to instrumentation for those pursuing natural sciences other than physics.

Prerequisite: A college course in *Physics* and two semester college courses in *Mathematics.*

24. *Physical Electronics.* Offered every Spring. Mr. LaCasce.

An introduction to the basic physical principles governing the many new electronic devices so important in modern scientific instrumentation. Laboratory exercises apply the theory to particular circuits.

Prerequisite: Three semester college courses in *Mathematics* and three semester college courses in *Physics.*

29. *Vector Mechanics of Particles.* Offered every Fall. Mr. Christie.

Introduction to the algebra, geometry, and scalar calculus of vectors. Statics, kinematics, and dynamics of particles. Impulse, momentum, work, and energy. Damped oscillations. Applications to various topics in mechanical physics.

Prerequisite: *Mathematics* 12. *Mathematics* 21 should usually be taken concurrently.

30. *Vector Mechanics of Bodies and Media.* Offered every Spring. Mr. Christie.

Statics, kinematics, and dynamics of rigid bodies. Vector analysis of fields; gradient, curl, and divergence. Topics from hydromechanics, mechanics of elastic media, and kinetic theory. Introduction to the methods of Lagrange and Hamilton.

Prerequisites: *Mathematics* 21 and *Physics* 29. *Mathematics* 22 should usually be taken concurrently.

32. *Electromagnetic Theory.* Offered every Spring. Mr. LaCasce.

The classical field theory of both electricity and magnetism is developed.

Prerequisites: Four semester college courses in *Mathematics* and four semester college courses in *Physics.*

33. *Optics.* Fall 1964. Mr. Jeppesen.

Geometrical optics, and instruments. Electromagnetic theory of physical optics, interference, diffraction, and polarization. Quantum theory of radiation applied to atoms, molecules, and nuclei.

Prerequisite: *Physics* 30.

34. *Continuation of Course* 33. Spring 1965. Mr. Jeppesen.

Prerequisite: *Physics* 33.

← Above: *The hockey arena is used not only for intramural and intercollegiate hockey contests but also for recreational skating. It has a comfortable seating capacity for at least 2,700 spectators.*

Below: *An indoor track meet in the General Thomas Worcester Hyde Athletic Building.*

35. *Theoretical Physics. Heat and Thermodynamics.* Fall 1963. Mr. Walkling.

A nonlaboratory course in the principles of thermodynamics and application to problems of interest to the physicist.

Prerequisite: *Physics* 30.

36. *Quantum Mechanics.* Spring 1964. Mr. Walkling.

An introduction to quantum theory. The Schrodinger equation, potential well, barrier, and central field problems. The physical interpretation of wave mechanics.

Prerequisite: *Physics* 30.

41. *Special Laboratory or Theoretical Studies.* Offered every year. The Department.

Original investigations under the direction of the instructors for students with requisite training. If the investigations concern the teaching of physics, this course satisfies certain of the requirements for the Maine State Teachers' Certificate.

Prerequisite: The consent of the Department.

42. *Continuation of Course* 41. Offered every year. The Department.

Prerequisite: The same as for *Course* 41.

The Honors Program

200. *The Honors Paper.* Fall Semester or Spring Semester in the Senior year. The Department.

Candidates for honors are required to complete an honors project consisting of an experimental or theoretical investigation under the tutorial supervision of a member of the Department. See page 86 for a statement of the conditions governing such projects.

300-303. *Special Honors Project.* The Department.

A student desiring to submit a plan for a special honors project should submit his request to the Department during his Junior year, preferably before the opening of the Spring Semester. See page 86 for a statement of the rules governing special honors projects.

Psychology

Assistant Professor Fernald, *Chairman;* Assistant Professor Fuchs; Lecturer Dr. Brown; and Mr. Mikaelian

Requirements for the Major in Psychology: A major comprises *Psychology* 1, 2, 3, 5, 7, and one additional unit to be chosen from the following: *Psychology* 4, 6, 9, and 10. Major students also are required to include in their college program at least two of the following courses from other fields: *Biology* 9, 15, *English* 7, *Mathematics* 14, *Philosophy* 35, *Physics* 23, *Sociology* 5, 10, and 11. These courses may be taken any Semester in which they are offered. For a statement of the rules governing the major course, the choice of a minor and the requirements for honors in Psychology, see pages 84-86, 148-149.

1. *General Psychology.* Offered every Fall. Messrs. Fernald, Fuchs, and Brown.

   An introduction to the basic processes in psychology. This course covers the following topics: learning, motivation, attending and perceiving, and personality.

   Required for all further courses in the Department.

2. *Advanced General Psychology.* Offered every Spring. Messrs. Fuchs and Mikaelian.

   A continuation of *Psychology* 1. The following topics are dealt with: organic bases of behavior, psychological development, individual differences, the sensory processes, and problems relating to human efficiency.

   Prerequisite: *Psychology* 1. Required of majors and minors in Psychology and for entrance to *Psychology* 5, 6, 9, and 10.

3. *Abnormal Psychology.* Offered every Fall. Mr. Mikaelian.

   The psychology of abnormal people, with special emphasis upon personality development, behavior disorders, problems of adjustment, and mental health.

   Prerequisite: *Psychology* 1.

4. *Social Psychology.* Offered every Spring. Mr. Mikaelian.

   The study of social influences in the development of personality; the psychological analysis of group processes and such special topics as propaganda, prejudice, language, and industrial morale.

   Prerequisite: *Psychology* 1.

5. *Experimental Psychology.* Offered every Fall. Messrs. Fernald and Mikaelian.

   Laboratory investigation and analysis of human and animal learning and/or sensory and perceptual processes in human behavior. Open to students majoring in Psychology and to a limited number of other students who have done superior work in *Psychology* 1, 2.

6. *Advanced Experimental Psychology*. Offered every Spring. Mr. Fuchs.

   Laboratory investigation of basic psychological processes with emphasis upon experimental design. The latter part of this course involves an individual research project. This course is strongly recommended for students interested in pursuing graduate study in Psychology.

   Prerequisites: *Psychology* 1, 2, 5, 7.

7. *Measurement and Statistical Method in Psychology*. Offered every Spring. Mr. Fernald.

   An introduction to psychological measurement and applications of statistics to research in psychology.

   Prerequisite: *Psychology* 1.

8. *Educational Psychology*. Spring 1964. Mr. Fernald.

   The study of the learning process with special attention to problems of motivation and individual differences. (This course does not satisfy the requirements for a major in Psychology nor the science requirement.)

   Prerequisite: *Psychology* 1.

9. *Systematic Psychology*. Offered every Fall. Mr. Fuchs.

   The historical and theoretical backgrounds of modern psychology, with special attention to the chief systems of psychology, including Behaviorism, Gestalt theory, and Psychoanalysis.

   Prerequisite: *Psychology* 1, 2.

10. *Contemporary Theory in Psychology*. Fall 1963. Mr. Brown.

    An analysis of problems faced by theorists in psychology with a thorough review of current theorizing in one of the following areas: learning, motivation, cognitive processes, perception, personality. The course will be conducted in seminar fashion.

    Prerequisite: *Psychology* 1, 2.

The Major Program

100. *The Major Course*. Junior and Senior years. The Department.

     This will include at least four seminars in each of the last four Semesters. These seminars are designed to coordinate and supplement the other course work in Psychology. Each student is required to present oral and/or written reports on a special topic in Psychology.

200. *The Honors Project.* Fall Semester or Spring Semester in the Senior year. THE DEPARTMENT.

Candidates for honors must do a special research project under the direction of a member of the Department. See page 86 for a statement of the conditions governing such projects.

300-303. *Special Honors Project.* THE DEPARTMENT.

A student desiring to submit a plan for special honors research should indicate this during his Junior year, preferably before the opening of the Spring Semester. See page 86 for a statement of the rules governing special honors projects.

Religion

ASSOCIATE PROFESSOR GEOGHEGAN, *Chairman*

*1-2. *Biblical Literature.* Offered every year.

An examination and interpretation of the basic ideas, events and personalities of the Old and New Testaments. Lectures, conferences, and textbook.

3. *History of Religions.* Fall 1964.

An introduction to the comparative study of religion through a brief consideration of some typical primitive and ancient religions, followed by an extensive examination of major living religious traditions of Far Eastern origin: Hinduism, Buddhism, Jainism, Sikhism, Confucianism, Taoism and Shinto. In most cases, readings will be in modern translations of the basic literature of each religion. Lectures, conferences, and readings.

Elective for juniors and seniors.

4. *History of Religions.* Spring 1965.

A comparative study and historical survey of the major religious traditions of Near Eastern origin: Judaism, Zoroastrianism, Christianity and Islam. In most cases, readings will be in modern translations of the basic literature of each religion. Lectures, conferences, and readings.

Elective for juniors and seniors.

5. *Major Christian Authors.* Fall 1963.

An examination and interpretation of the development of Christian thought, eastern and western, from its beginnings through the Middle Ages; with special emphasis upon Augustine and Aquinas. Lectures, conferences, and readings.

Prerequisite: A course in History, Philosophy, or Religion; or the consent of the instructor.

6. *Major Christian Authors.* Spring 1964.

An examination and interpretation of the development of Christian thought in the west from the beginning of the modern period to the present; with special emphasis upon Pascal, Kierkegaard, and Tillich. Lectures, conferences, and readings.

Prerequisite: A course in History, Philosophy, or Religion; or the consent of the instructor.

Romance Languages

PROFESSOR LEITH, *Chairman;* ASSISTANT PROFESSOR KAMBER;
MESSRS. NUNN, THOMPSON, AND MCKEE; AND TEACHING
FELLOWS JARS, MCCARTHY, AND ROCHET

REQUIREMENTS FOR THE MAJOR IN FRENCH: A major consists of *French* 7, 8, 15, 16, and two units, the second being a continuation of the first, to be chosen from *French* 11, 12, and 17, 18. For a statement of the rules governing the major course, the choice of a minor, and the requirements for honors in French, see pages 84-86, 153.

French

*1-2. *Elementary French.* Offered every year. MR. MCKEE.

Five class hours a week, three of which will be devoted to training in grammar, composition, and reading. The two remaining periods, devoted to oral and aural training, will be conducted exclusively in French by the native teaching fellows, MESSRS. JARS AND ROCHET.

A supervised language laboratory is available to all students in the Department.

*3-4. *Intermediate French.* Offered every year. MESSRS. LEITH, NUNN, AND MCKEE.

Four class hours a week, three of which will be devoted to reading, composition, and review of grammar. The one remaining period, devoted to oral and aural training, will be conducted exclusively in French by the native teaching fellows, MESSRS. JARS AND ROCHET.

Director of the oral-aural program in *French* 1-2 and 3-4: MR. NUNN.

5, 6. *Advanced French.* Offered every year. MESSRS. LEITH, NUNN, AND MCKEE.

This course is designed to acquaint the student with some of the works of the leading authors and develop an ability to read French accurately and fluently. Some works are explained and discussed in the classroom, others are assigned for outside reading. Oral and aural training with the French teaching fellows is optional.

7, 8. *French Literature from its Origins to the End of the Eighteenth Century.* Offered every year. MR. LEITH.

A general survey of French literature down to the Revolution, with a more detailed study of the leading authors and their principal works. Special consideration is given to the development of French classicism and to the literature of the age of Louis XIV. Lectures, reading, written reports, and explanation of texts.

[9. *Modern France.*]

A study of the most significant aspects of modern French civilization, with special emphasis on the territorial and linguistic unity of the country, its economic resources, institutions, and social structure. The lectures will be given in French. Discussions will be conducted in English with collateral reading mainly in French.

[10. *Continuation of Course* 9.]

11. *French Literature of the Nineteenth Century.* Fall 1964. MR. KAMBER.

A study of the development of Romanticism and Realism in the poetry, the novel, and the drama of the nineteenth century, with careful consideration of the leading authors of each movement. Lectures, reading, written reports, discussion and explanation of texts.

12. *Continuation of Course* 11. Spring 1965. MR. KAMBER.

[13. *The French Novel.*]

A study of the French novel from the seventeenth to the twentieth century with special reference to the characteristic novels of the various periods, which will be discussed in class or assigned for outside reading and reports. The lectures will be in French.

[14. *Continuation of Course* 13.]

15, 16. *Spoken and Written French.* Offered every year. MR. KAMBER.

This course is designed to develop in the student the ability to understand and use oral and written French. It will be conducted in French.

17. *Contemporary French Literature from the Latter Part of the Nineteenth Century to the Present Day.* Fall 1963. Mr. Kamber.

A study of representative modern writers in the fields of fiction, the drama, poetry, and literary criticism. To be conducted in French. Collateral reading and reports.

18. *Continuation of Course* 17. Spring 1964. Mr. Kamber.

Italian

*1-2. *Elementary Italian.* Fall and Spring 1963-1964. Mr. Kamber.

Training in grammar and composition. Oral practice. Reading of texts of modern Italian authors.

3. *Early Italian Prose and Poetry.* Fall 1964. Mr. Kamber.

Reading in the chroniclers, Compagni and Villani; the *Decameron* of Boccaccio; the *Vita Nuova* of Dante.

Prerequisite: *Italian* 1-2.

4. *Dante's Divine Comedy.* Spring 1965. Mr. Kamber.

Spanish

*1-2. *Elementary Spanish.* Offered every year. Mr. Thompson.

Five class hours a week, three of which will be devoted to training in grammar, composition, and reading. The two remaining periods, devoted to oral and aural training, will be conducted exclusively in Spanish by the native teaching fellow, Mr. McCarthy.

Spanish 1-2 is not open to freshmen.

*3-4. *Intermediate Spanish.* Offered every year. Mr. Thompson.

Four class hours a week, three of which will be devoted to reading, composition, and review of grammar. The one remaining period, devoted to oral and aural training, will be conducted exclusively in Spanish by the native teaching fellow, Mr. McCarthy.

Open to freshmen and upperclassmen who have passed a placement test set by the Department at the beginning of the Fall Semester.

Director of the oral-aural program in Spanish: Mr. Thompson.

5, 6. *Readings in Spanish and Hispanic-American Literature.* Offered every year. Mr. Thompson.

This course is designed to acquaint the student with some of the works of the leading authors and develop an ability to read Spanish accurately and fluently. Some works are explained and discussed in the classroom, others are assigned for outside reading. One hour each week is devoted to composition and oral work.

7, 8. *Spoken and Written Spanish.* Offered every year. MR. THOMPSON.

This course is designed to develop in the student the ability to understand and use oral and written Spanish. The course will be conducted in Spanish.

The Major Program

100. *The Major Course.* Junior and Senior years. THE DEPARTMENT.

The major course will consist of at least six seminars in each of the last four Semesters. These meetings are planned to supplement the work done in courses by concentration upon specific areas in language and literature and the utilization of particular techniques. Written work will be required in the major course.

200. *The Honors Paper.* Fall Semester or Spring Semester in the Senior year. THE DEPARTMENT.

Candidates for honors are required to write an honors paper under the tutorial supervision of a member of the Department. See page 86 for a statement of the conditions governing such projects.

300-303. *Special Honors Project.* THE DEPARTMENT.

A student desiring to submit a plan for a special honors project should submit his request to the Department during his Junior year, preferably before the opening of the Spring Semester. See page 86 for a statement of the rules governing the special honors project.

Russian

MR. LEVIN

*1-2. *Elementary Russian.* Offered every year.

Five class hours a week. Training in the reading, writing, and speaking of Russian with a basic vocabulary and essential grammatical forms.

*3-4. *Intermediate Russian.* Offered every year.

Four class hours a week. Continued training in Russian grammar, composition, and conversation. The mastery of a general reading vocabulary is stressed.

*5-6. *Advanced Russian.* Offered every year.

Three class hours a week. Further training in grammar, composition, and conversation. Continued emphasis upon the mastery of a reading vocabulary; readings in Russian literature.

Sociology

PROFESSOR TAYLOR, *Chairman;* AND ASSISTANT PROFESSOR ROYSTER

REQUIREMENTS FOR THE MAJOR IN SOCIOLOGY: A major consists of *Sociology* 1-2, 9, 11, and two more units in special fields of practical application, selected from among *Sociology* 4, 5, 7, 8, and 10. For a statement of the rules governing the major course, the choice of a minor, and the requirements for honors in Sociology, see pages 84-86, 156.

*1-2. *Introduction to Sociology.* Offered every year. MESSRS. TAYLOR AND ROYSTER.

A study of human groups and social relationships, ranging from families, cliques, and fraternities to factories, social classes, and entire societies. General principles governing human groups will be emphasized, together with their application to such topics as changes in the family, the growth of urbanism, and the impact of bureaucratization and mass communication upon the individual. In the Spring Semester emphasis will be on population and social stratification.

[3. *Population.*]

4. *The Family.* Spring 1965 and Spring 1967. MR. ROYSTER.

A study of the American family and related areas such as courtship and divorce as they exist in our society. Consideration will be given to the changes in the family during the last century and the resultant effects upon individuals engaged in courtship and family behavior today.

Prerequisite: *Sociology* 1-2, or *Sociology* 3, or *Sociology* 10.

5. *Social Control.* Fall 1963 and Spring 1965. MR. TAYLOR.

A study of the control of attitudes and behavior through such means as propaganda and censorship, reward and punishment, education and indoctrination. Special emphasis will be placed on mass communications.

Prerequisite: *Sociology* 1-2.

7. *Criminology*. Spring 1964 and Fall 1965. Mr. Taylor.

A survey of contemporary thought regarding the causes of crime, the treatment of offenders, and the techniques of crime prevention. Field trips to state institutions will be made.

Prerequisite: *Sociology* 1-2.

8. *Minority Groups*. Fall 1964 and Spring 1966. Mr. Taylor.

A descriptive and analytical study of intergroup relations, concentrating on problems of race, discrimination, and prejudice. Although major emphasis is placed on the Negro minority in the United States, other interracial and intercultural contacts will be considered for comparative purposes.

Prerequisite: *Sociology* 1-2, or *Government* 1-2, or *Sociology* 10.

9. *Social Theory*. Fall 1963 and Fall 1965. Mr. Royster.

A critical consideration of some important theories of social structure and social organization, with special attention to such topics as social class, social mobility, social stratification, bureaucracy, and social values.

Prerequisite: *Sociology* 1-2 and the consent of the instructor.

10. *Introduction to Anthropology*. Spring 1964 and Spring 1966. Mr. Royster.

A study of man both as a biological and a cultural phenomenon. The evolution of man and the development of human culture will be explored along with an examination of the development of anthropology as a field of study.

11. *Research Methods in Social Behavior*. Offered every Spring. Mr. Royster.

A study of the theoretical and methodological principles in man's attempt to investigate human behavior scientifically. Topics covered will include experimental, laboratory, and survey designs; data collection through such means as questionnaires, sociometric and observational techniques; data analysis, including scaling methods, coding, tabulation, etc.; and the interpretation and presentation of the research report. A survey of current research from all fields in the social sciences will illustrate the various uses and misuses of such techniques. The purpose of the course will be to provide the student with the preparation needed to evaluate and use research results, and to prepare him for independent research activity.

Prerequisite: A basic course in one of the social sciences and the consent of the instructor.

The Major Program

100. *The Major Course.* Junior and Senior years. THE DEPARTMENT.

The major course will consider special topics selected in accordance with the interests of the major students and is designed to prepare students for the major examination. The work in the major course is divided into two parts as follows:

The *Junior year* is so arranged as to give the student, through reading and discussion under the guidance of members of the Department, a comprehensive view of the principles of methodological procedures, the basic processes of scientific inquiry, and selected techniques in the investigation of social relations. As far as practical, actual research programs will be undertaken to illustrate the mechanics and problems of sociological research. In addition, Junior majors will have the opportunity to submit research designs on special topics preparatory to their work in the Senior year.

The *Senior year* will include, in addition to some further reading preparatory for the major examination, the development of an individual research project and the preparation of a report on the results.

200. *The Honors Paper.* Fall Semester or Spring Semester in the Senior year. THE DEPARTMENT.

Candidates for honors are required to carry out an honors research project and prepare a report on the results under the tutorial supervision of a member of the Department. See page 86 for a statement of the conditions governing such projects.

300-303. *Special Honors Project.* THE DEPARTMENT.

A student desiring to submit a plan for a special honors project should submit his request to the Department during his Junior year, preferably before the opening of the Spring Semester. See page 86 for a statement of the rules governing special honors projects.

Reserve Officers' Training Corps

William Frederick Vassar, Ph.B., A.M., *Lieutenant Colonel, U.S.A., Professor of Military Science.*

Richard Sherman Fleming, A.B., *Major, Artillery, U.S.A., Assistant Professor of Military Science.*

William Biffle Boyles, B.S., *Captain, Infantry, U.S.A., Assistant Professor of Military Science.*

Joe Robert Dickerson, B.B.A., *Captain, Armor, U.S.A., Assistant Professor of Military Science.*

Marshall Perrin Bailey, *Master Sergeant, U.S.A., Adjunct Instructor in Military Science.*

Donald Linwood Livingstone, *Sergeant First Class, U.S.A.*

John Daniel Muise, *Sergeant First Class, U.S.A.*

John Grimaldi, *Sergeant First Class, U.S.A.*

The Reserve Officers' Training Corps at Bowdoin offers a voluntary curriculum of Military Science to eligible students. The curriculum consists of theoretical and practical instruction with particular emphasis on leadership development. Classes are presented by the Department of Military Science and by other college departments for credit in Military Science as provided for by the modified program established for freshmen and Advanced-Course students. (Description of courses is contained on pages 134-137.)

The objective of the curriculum offered is to produce junior officers who by their education, training, and inherent qualities are suitable for continued development as officers of the Army of the United States.

The Reserve Officers' Training Corps Unit at Bowdoin is an Army General Military Science Unit. The modified curriculum includes instruction in subjects common to all branches of the Army, and further provides for a college-taught academic subject to be chosen by the student during the freshman year and during one Semester in each year of the Advanced Course. Upon successful completion of the program and graduation from College, a student is eligible for appointment as a Second Lieutenant in one of the branches of the United States Army Reserve. The branch assignment of the student is based on his individual choice, background, aptitude, and the needs of the Army at the time he is commissioned.

Selected Advanced-Course students who apply may be offered commissions in the Regular Army. Applications for regular commissions in the United States Marine Corps by interested Advanced-Course students are accepted and referred to the Commandant of Marines for action.

The Army Reserve Officers' Training Program is modified as follows: during the Freshman year 30 classroom hours of the 90 regularly scheduled for Army instruction are filled by a nonmilitary-taught course; during one Semester of each of the two years of the Advanced Course the student chooses for study as part of his military course a full-time academic subject from one of the following general academic areas: Effective Communication, Science Comprehension, General Psychology, Political Development, and Political Institutions. These elective subjects are taught by the civilian members of the Faculty in whose area the subject falls. Complete freedom of selection of subjects from within the four academic areas is permissible, except that a particular subject cannot be one required in the student's normal academic curriculum during his Freshman and Sophomore years. The Professor of Military Science will evaluate and approve subjects selected with a view to their value in furthering the professional qualifications of the student as a prospective commissioned officer in the United States Army.

The four-year curriculum is divided into two major phases:

(1) The Basic Course—covering the first two academic years. Academic credit is not authorized by the College for this portion of the program. Enrollment for freshmen involves one hour of classroom instruction weekly; and for sophomores, two hours. An additional 30 hours of practical laboratory periods of leadership training each academic year comprises the instruction given to freshmen and sophomores. Satisfactory completion of the freshman course is a prerequisite for advancement to the second year of the Basic Course. Previous military training or satisfactory completion of accredited secondary school ROTC is accepted in lieu of first year work in Military Science. The student must be physically qualified. Basic-Course students are eligible for deferment from military service under the Universal Military Training and Service Act upon their application.

(2) The Advanced Course—covering the third and fourth academic years. The College awards full academic credit for this course. Successful completion of the Basic Course (or equivalent credit), application by the student, and selection by the Depart-

ment of Military Science are prerequisites for enrollment. This course involves four hours of classroom instruction weekly and a total of thirty hours of practical laboratory periods in leadership training each academic year. Three of the four hours of classroom instruction during one of the two Semesters each year will be devoted to the college-taught subject selected by the student. Students are paid at the rate of approximately $27 per month while they are enrolled in the Advanced Course, except for the period they are at ROTC summer camp, when a different pay scale applies.

Between the third and fourth years, students attend a six weeks' summer camp at an Army installation. During the period at summer camp the students are paid at the rate of $78 per month. Including travel pay at five cents a mile to and from summer camp, each student receives a total of approximately $700 during the two-year course. Advanced-Course students are deferred from military service under the Universal Military Training and Service Act.

Uniforms and textbooks are provided at no expense to students enrolled in the Basic and Advanced Courses.

A student who has enlisted in the Army Reserve and has completed his six months' active duty for training period may enroll in the ROTC program. Each year of the ROTC program successfully completed will satisfy the requirement for participation in the ready reserve for that year. Students with other reserve obligations are encouraged to communicate with the Department of Military Science for further information.

Preparatory training in College followed by active service as a commissioned officer gives the individual as a student, and later as a graduate, maximum leadership and management experience of a type which will prove highly beneficial to him in his future executive, professional, or business occupation.

The Library

THE Library of Bowdoin College is housed in Hubbard Hall, an imposing, fireproof structure, forming the southern end of the campus quadrangle. It possesses about 275,000 bound volumes and many thousands of pamphlets.

The main entrance hall contains the delivery desk and the card catalogue, which is arranged as both an author-title and subject catalogue. Instruction in the use of the Library is given all entering students. Directly off the main entrance hall on the left is a spacious general reading room with seats for eighty readers, having on its shelves selected and standard reference works. On the right of the entrance hall a corridor leads to the newspaper room and the periodical room. The Library possesses many complete sets of American and foreign periodicals, and about 800 titles are currently received and may be freely consulted in the periodical room. The collection of microfilms includes all of the periodicals printed in this country before 1800 and very full historical source material of the Southwest.

On the second floor, radiating from a central hall having on its walls the portraits of the Presidents of the College, are several faculty studies, a language laboratory, and the Bureau for Research in Municipal Government. The Alumni Reading Room at the east end constitutes a large and comfortable reading room and contains a wide selection of paperback books for the recreational reading of undergraduates.

The Rare Book Room, also located on the second floor, was the gift of an anonymous donor. It was formerly the library in a private residence in New York City, and was designed by the late C. Grant La Farge. The most interesting features of the room are the antique ceiling and mantelpiece, which are both fine examples of sixteenth-century Italian Renaissance art. The ceiling, which originally was in an old palace in Naples, is of an intricate and rich design, executed in carved and gilded wood, with five contemporary paintings of religious and allegorical subjects in the panels. The design of the antique central portion has been skillfully reproduced at the two ends. The mantelpiece is of Istrian stone and the woodwork of the walls is French walnut. Set in the paneling over the mantelpiece is a portrait of Henry Wadsworth Longfellow, of the Class of 1825, by Healy.

Among the books shelved in the Rare Book Room, two groups

Above: *Throughout the Senior year, members of the graduating class participate in business and professional interviews arranged by the Director of Placement.* →

Below: *The musical activities of the College are housed in the Gibson Hall of Music which was dedicated in 1954. Here in the glee club rehearsal room, a distinguished concert pianist discusses his art with some undergraduate accompanists.*

are worthy of special mention. The first group, totaling about twelve hundred volumes in the fields of art, architecture, biography, and history, is remarkable not only for their contents but also as examples of the bookmaker's art, for their illustrations, for the paper on which they are printed, and especially for their rich bindings, many in full leather beautifully tooled and inlaid, emanating from the shops of the foremost English and French binders of the last seventy-five years. From the point of view of binding alone this is probably one of the outstanding collections in the country. The second group consists of a nearly complete collection of the books printed by The Southworth Press and by its successor, The Anthoensen Press, since 1923. It was given in 1946 by Mr. Frederick W. Anthoensen, A.M., and is a constantly growing collection.

Special libraries in art, biology, chemistry, mathematics, music, and physics are maintained in college buildings occupied by those departments, and are under the supervision of the College Librarian.

The private library of the Honorable James Bowdoin, numbering about two thousand items, many of them rare and important works of the eighteenth century, was received after his death in 1811 and has been preserved as a unit. In 1880 the extensive collections of the Peucinian and Athenæan Literary Societies were added. The Library has received many notable and considerable gifts in more recent times. The Carlyle Collection, the gift of Isaac Watson Dyer, of the Class of 1878, is rich in English and American editions of that author. The Longfellow Collection is distinguished by the number of editions of the poems in many languages and by interesting Longfellow manuscripts and historical material. Housed in the upper tower room is the Abbott Collection, which has as its nucleus the personal library and manuscripts of Jacob Abbott and the works of other members of the Abbott family. The extensive Huguenot Collection is especially noteworthy for the number and quality of works contemporary with the early periods of Huguenot history. Worthy of special mention also are the growing Arctic Collection and the Maine Collection, with its many rare items dealing with Maine history and antiquities.

The Library's map collection, totaling nearly 15,000 items, was the gift of the Army Map Service. Additions are made regularly to the collection, which is housed in special steel vertical files. The collection is fully catalogued and arrangement is by area covered.

← Above: *A student majoring in Biology assists the Director of the Bowdoin Scientific Station on Kent Island in bird banding. The College has maintained laboratories on Kent Island in the Bay of Fundy since* 1935 *when the island of* 150 *acres was given to Bowdoin for study of ornithology and marine biology.*

Below: *In the Arctic Museum, before the bust of Rear Admiral Robert E. Peary, Class of* 1877, *first man to reach the North Pole, two students examine mementos of Peary's many years of Arctic exploration. Rear Admiral Donald B. MacMillan '98, in his schooner* Bowdoin, *pictured on the wall, carried on scientific studies and exploration in the Far North until* 1959.

Index maps of significant areas also facilitate the locating of specific maps.

During term time the Library is open on Monday-Friday from 8:30 to 5:30 and 7:00 to 12:00; Saturdays from 8:30 to 12:30, 1:15 to 5:00, and 7:00 to 11:30; Sundays from 12:30 to 5:00 and 7:00 to 12:00. In vacation it is open seven hours daily from Monday through Friday, Saturdays from 9:00 to 12:00, and closed Sundays and holidays.

Annual accessions, which average over six thousand volumes, are made to the Library by means of an appropriation by the Boards for that purpose, by gifts, and from a part of the proceeds of the following funds:

ALPHABETICAL LIST OF FUNDS

Name	*Donor or source*	*Amount*
Achorn The annual balance from the Achorn Flag Fund.	Edgar O. Achorn 1881	
Adams	William C. Adams 1897	$ 2,000
John Appleton 1822	Frederick H. Appleton 1864	10,053
Samuel H. Ayer 1839	Athenæan Society	1,020
Alexander F. Boardman	Edith Jenney Boardman	500
Elias Bond	Elias Bond 1837	7,220
George S. Bowdoin	George S. Bowdoin	1,041
Philip H. Brown 1851	John C. Brown	2,040
Harold H. Burton 1909	Former law clerks and secretary	1,185
Henry L. Chapman 1866	Frederic H. Gerrish	10,006
Class of 1875	Class of 1875	1,671
Class of 1877	Class of 1877	3,033
Class of 1882	Class of 1882	2,346
Class of 1888	Class of 1888	1,210
Class of 1890	Class of 1890	2,020
Class of 1901	Class of 1901	727

Name	*Donor or source*	*Amount*
Class of 1904	Class of 1904	4,866
Class of 1912	Class of 1912	16,921
Class of 1924	Class of 1924	2,000
Lewis S. Conant	Emma L. Conant	63,412
Else H. Copeland	National Blank Book Co.	500
John L. Cutler	John L. Cutler 1837	1,020
Darlington	Mrs. Sibyl H. Darlington	1,000
James Drummond 1836	Mrs. Drummond and daughter	3,045
Edward A. Dunlap 1940	Mr. and Mrs. Edward A. Dunlap	350
Henry Crosby Emery 1892	Class of 1899	2,000
Daniel C. Fessenden	Daniel C. Fessenden	7,473
Francis Fessenden 1858	John Hubbard	10,000
John O. Fiske	John O. Fiske 1837	1,020
Melville W. Fuller 1853	Mrs. Hugh Wallace	25,000
General Fund	Several persons	2,473
Arthur Chew Gilligan	Mrs. Mary C. Gilligan	1,219
Ginn	Thomas D. Ginn 1909	200
Albert T. Gould	Albert T. Gould 1908	1,000
Hakluyt	Robert Waterston	1,100
Roscoe J. Ham	Edward B. Ham 1922	1,105
Robert L. Happ 1953	His friends	100
Louis C. Hatch $100 annually from his estate.	Louis C. Hatch 1895	
Samuel W. Hatch 1847	Miss Laura A. Hatch	1,000
Charles T. Hawes 1876	Mrs. Hawes	2,500
George A. Holbrook	George A. Holbrook 1877	2,000

Name	*Donor or source*	*Amount*
Thomas Hubbard	His sisters and brother	3,307
Thomas H. Hubbard	Thomas H. Hubbard 1857	106,268
Winfield S. Hutchinson 1867	Mrs. Hutchinson	33,416
Elijah Kellogg 1840	Harvey D. Eaton	1,206
William W. Lawrence	William W. Lawrence 1898	7,500
Brooks Leavitt	Brooks Leavitt 1899	111,642
Solon B. Lufkin	Solon B. Lufkin	500
Robert H. Lunt 1942	William E. Lunt 1904 and Mrs. Lunt	1,500
William E. Lunt 1904	Mrs. Lunt	510
Frank J. Lynde 1877	George Lynde	1,487
Mabel N. Matthews	Mrs. Della Fenton Matthews	1,218
Samuel A. Melcher 1877	Miss Lucy H. Melcher	15,988
William C. Merryman 1882	Mrs. Merryman	1,000
Gilbert H. Montague	Gilbert H. Montague	5,000
Edward S. Morse	Edward S. Morse	1,000
Alpheus S. Packard 1816	Sale of publications	500
William A. Packard	William A. Packard 1851	5,000
John Patten	John Patten	500
Donald W. Philbrick	Donald W. Philbrick 1917	3,589
Frederick W. Pickard	Frederick W. Pickard 1894	152,500
Lewis Pierce 1852	Henry Hill Pierce 1896	32,009
Robert R. Rudy 1946	His friends and relatives	551
Joseph Sherman 1826 and Thomas Sherman 1828	Mrs. John C. Dodge	2,209
Jonathan L. Sibley	Jonathan L. Sibley	7,094
Sills	Faculty, alumni, and friends	14,876
Edgar M. Simpson 1894	Mrs. Margaret S. Millar	1,000

Name	*Donor or source*	*Amount*
Smyth The annual balance of the Smyth Mathematical Prize Fund.	Henry J. Furber 1861	
Walter M. Solmitz	His friends	115
Daniel C. Stanwood	Miss Muriel S. Haynes	5,375
Edward Stanwood	Edward Stanwood	1,270
Charles C. Torrey	Charles C. Torrey 1884	1,000
United States Steel Foundation	United States Steel Foundation	20,000
Joseph Walker	Joseph Walker	5,351
White Pine	Anonymous	10,231
Thomas W. Williams 1910	His friends and relatives	500
Robert W. Wood	Robert W. Wood 1832	1,000

Since 1933 the income of the John Hubbard Fund, which now amounts to $441,434, has been appropriated by the Governing Boards for the uses of the Library.

* * * * *

The College will break ground in 1963-1964 for an entirely new library building. It will be constructed southwest of Hubbard Hall near the Harvey Dow Gibson Hall of Music. It will consist of four floors above ground level and one below. Completion is scheduled in time for full use by the fall of 1965.

The exterior of the new library will be red brick, with white limestone trim, compatible with the older buildings on the campus. The building will contain some 80,000 square feet, including 20,000 for future expansion. Usable space will be double the amount now available in Hubbard Hall.

Study space will be provided in a variety of areas so that 500 persons—more than 60 percent of the present enrollment—may be accommodated at one time. Open shelves will, as far as possible, eliminate all barriers between readers and books. There will be informal reading areas in various parts of the building, faculty studies, special carrels for assignment to honor students, and both standard library tables and individual desks for regular study purposes (with the individual desks providing relatively private study places for 380 students).

An appropriately decorated special collections suite will house approximately 22,500 volumes: the James Bowdoin Collection, the volumes represented in the first (1821) catalogue of the Library, the collections of books by Nathaniel Hawthorne and Henry Wadsworth Longfellow, the Abbott Collection, and other special groups of books. It will include the Library's extensive collection of literary and historical manuscripts and the archives of the College. There will be rooms designed to facilitate the use of books in microform, of maps, phonograph records, and tapes. And there will be adequate display space for special exhibits.

Initial book capacity is planned for 375,000 volumes. An additional 125,000 volumes can be added in the space allowed for expansion within the new building. The present stack area of Hubbard Hall will be retained for library use and will provide space for 125,000 additional books. Total capacity, therefore, will increase from the present 275,000 (including volumes outside the library building) to 625,000—adequate, but not excessive, growing room in view of the necessity for keeping pace with the rapid growth of recorded knowledge.

On the completion of the new library building, Hubbard Hall will be remodeled for other uses by the College. The present Rare Book Room will be retained in Hubbard Hall. This and retention of the monumental hallways for most of their present purposes will ensure the maintenance of the building in a way that will continue the reverence and affection it has engendered in Bowdoin men during its three-score years as the College Library. Work areas of Hubbard Hall and the present reading rooms will be renovated to serve as additional faculty offices and instructional facilities.

The Fine Arts

MUSEUM OF ART AND COLLECTIONS

BOWDOIN students have enjoyed a distinguished art collection since 1813 when, by the bequest of James Bowdoin III, the Bowdoin family collection was received by the College. Although on constant display, the growing collections had no permanent home until, in 1892, the Walker Art Building was presented to the College by the Misses Harriet Sarah and Mary Sophia Walker, of Waltham, Massachusetts. Given as a memorial to their uncle, Theophilus Wheeler Walker, the Museum was designed in Renaissance style by McKim, Mead and White. Four well-known American artists—Kenyon Cox, John La Farge, Abbott Thayer, and Elihu Vedder—were commissioned to paint the tympana murals which decorate its central hall.

Remarkable for a group of Colonial portraits by Robert Feke and two famous likenesses of Presidents Madison and Jefferson by Gilbert Stuart, the original Bowdoin collection also included nearly one hundred and fifty drawings by European masters. Among these drawings, the first public collection of its kind in America, is a superb landscape by Pieter Brueghel the Elder. Further groups of European drawings were acquired in 1932 from Mrs. Henry Johnson and were bequeathed in 1934 by Charles Potter Kling. The Bowdoin collections have been augmented by other significant gifts. Edward Perry Warren gave a selection of Greek and Roman antiquities unique for quality and completeness, but especially notable for many fine Hellenistic pieces, and for a splendid portrait head of the Roman Emperor Antoninus Pius. Dr. Henri B. Haskell, Med. 1855, provided the set of magnificent Assyrian reliefs which decorate Sculpture Hall. Also impressive are the Samuel H. Kress Study Collection of twelve Renaissance paintings, the George Otis Hamlin Collection of paintings and prints by John Sloan, and a fine group of European and American pictures contributed by John H. Halford, of the Class of 1907, and Mrs. Halford. In addition, the College possesses works by such American masters as Joseph Blackburn, John Singleton Copley, Thomas Eakins, William Glackens, Marsden Hartley, Winslow Homer, John Smibert, Andrew Wyeth, and William Zorach. A representative collection of Chinese and Korean ceramics presented by former Governor William Tudor Gardiner and Mrs. Gardiner provide examples of Oriental art, as do a number of Chinese paintings and jades, Mogul miniatures, and a bronze statue from India. A wide range of decorative arts includes the Baxter Collection of watches, and European and American silver. Oceanic masks stand out among the fine examples of primitive arts; and original prints by European and American masters represent aspects of twentieth-century art.

The diversity and comprehensiveness of the collections provide excellent opportunities both for pleasure and for study. They invite every Bowdoin undergraduate to familiarize himself with the visual arts. For teaching purposes no substitute for physical art objects is adequate. Students in the Art Department are able to make careful historical investigations, critical appraisals, and stylistic comparisons from tangible works of art. Studio courses in drawing and painting are conducted with actual pictures by major artists as models.

Museum activities provide a broad service to the College and community through temporary exhibitions, loans, and a special program for members. Over a period of years the late Sir Harry Oakes, of the Class of 1896, and Eunice, Lady Oakes, have generously allowed us to display outstanding paintings from the Oakes Collection by Rembrandt, Hals, Hogarth, Albert Cuyp, Gainsborough, and Gilbert Stuart. The kindness of other private collectors has enabled the Museum in recent years to present exhibitions of nineteenth-century American and European painting, and twentieth-century American art. Familiarity with modern art is encouraged through varied temporary exhibitions. Masterworks from the college collections are regularly lent to major exhibitions throughout the nation. Locally, the Museum lends its possessions for display in college buildings; its Student Loan Collection supplies reproductions for the enhancement of student rooms; and libraries and schools all over northern New England are enriched by borrowing the Bowdoin College Travelling Print Collection. In 1961 the Associates of the Bowdoin College Museum of Art was formed to share with adults in this area a greater understanding and enjoyment of art. Through lectures, study programs, and special Museum privileges, the members' group offers a welcome opportunity for artistic enrichment. Students are encouraged to become members, at a reduced rate, and to profit by the Associates' publications and events.

DRAMA AND STAGECRAFT

Since 1903, when a group of students organized the Bowdoin Dramatic Club, the regular production of plays has been recognized and valued as part of the extracurricular program of the College. The name of the club was changed to the Masque and Gown in 1909, and two years later annual Shakespearean productions were inaugurated as a regular feature of the Commencement activities. Nineteen of Shakespeare's plays have been shown, one as many as five times.

Many modern plays have also been produced, often in connection with house parties; and since 1941 some of these have been played in arena style, with the audience on four sides of the acting area. Perhaps the most significant activity of the club has been its encouragement of playwriting. For thirty years, in annual one-act play contests, student-written plays have been produced for cash prizes. Winners of these contests have later written full-length plays, fifteen of which have been produced on campus and three professionally in New York. As a direct result of this work, a course in playwriting is now offered by the Department of English.

No courses are offered in acting or stagecraft, but the new Pickard Theater in Memorial Hall permits informal instruction. This generous gift by the late Frederick William Pickard, LL.D., a member of the Class of 1894, of a theater on campus makes finished productions possible. Valuable experience in acting and directing under a professional director and in lighting and stagecraft under a professional technician is now available to any student wishing to engage in these activities. The theater is booked and supervised by the Director of Dramatics. For several summers the theater has been occupied by a professional company, in which students have been invited to serve as apprentices.

Membership in the Masque and Gown results from major work on one or minor work on two of the plays produced each season. An executive committee of undergraduates elected by the members determines the program for each year, handles the finances and publicity of the club, and organizes the production work. To operate efficiently, the Masque and Gown needs box-office and publicity men, directors, designers, builders, painters, electricians, property men, and costumers as well as actors and playwrights.

MUSIC

Bowdoin offers its students an unusual variety of musical opportunities. Over one-fifth of the undergraduates are engaged in one or more of the several organizations such as the Glee Club, the *a capella* choir which sings at vesper services on Sunday, the band, the Meddiebempsters, the Bachelors, the brass ensemble featuring

"Tower Music," the groups which present musical programs weekly at Chapel, occasional Sunday afternoon recitals in the Moulton Union, and concerts of rarely performed music sponsored by the Bowdoin Music Club along the lines of the medieval "Collegium Musicum." There is also an annual concert series devoted mostly to chamber music. These are free to the public and students. The Interfraternity Singing Competition for the Wass cup is one of the most popular events in the college calendar. At the 1957 competition the Delta Kappa Epsilon Fraternity donated a new cup in memory of George W. Graham, of the Class of 1955, to replace the President's Cup as an annual award for improvement. A record loan system gives students the privilege of enjoying recordings from the extensive collection of the Department of Music in their own rooms.

Students at Bowdoin have always been especially interested in the Glee Club. The season of 1951-1952 included appearances with ten women's colleges and over twenty-one concerts, including seven performances of Mozart's *Requiem.* In May, 1957, the Club made a recording of its 1957 program. On April 22, 1961, at its fourth Town Hall concert, it celebrated its twenty-fifth season under the leadership of Professor F. E. T. Tillotson. Two double-faced LP records of the entire program have been produced as a souvenir of the anniversary. Since then the Glee Club has been under the direction of Professor Beckwith. On May 16, 1963, the Club appeared with the Boston Symphony "Pops" for the sixteenth time. Each year in the Christmas season, there is a joint concert with a prominent New England women's college and a choir concert in the Walker Art Building.

During the summers of 1948 through 1950, Bowdoin's double quartet, "The Meddiebempsters," on tours sponsored by the United States Army, entertained soldiers and patients at American camps and hospitals in Europe. They repeated this experience in the summers of 1953, 1954, 1955, and 1958, and again in 1962. On March 28, 1957, the Meddiebempsters sang on a nationally televised program; and on May 10, 1957, they performed at Carnegie Hall, New York, having been selected by the Yale Broadcasting Corporation as one of the ten best octet groups in the country. Professional teachers visit the campus once every week to give instruction in voice, piano, and other instruments to those students who wish to continue their interest in the study of applied music. Although lessons are contracted for individually, the College provides practice rooms without charge in the Harvey Dow Gibson Hall of Music.

PRINTING AND TYPOGRAPHY

To supplement the opportunities offered to students in the Fine Arts, the College now has a well-equipped printing shop in the basement of Hubbard Hall. The equipment consists of a generous assortment of Caslon types especially imported from England, a smaller quantity of Oxford types, stands, stone, cutters, etc., and an old-style hand press. The purpose is to introduce interested students to the vocational possibilities offered in printing, and in its allied fields in which some knowledge of printing and typography may be of value: editorial work, publishing, advertising, institutional promotion, and the production of fine printing itself. To accomplish this end, an informal course is offered, providing a minimum training in handling the essential materials of printing and a basic knowledge of types and the principles of typography. The members of the course meet as a group one evening a week, and individual students may arrange for shop periods when they can devote their spare time to projects of their choice under the guidance of an instructor. No commercial work of any kind will be undertaken in the shop. The instructor in the course is Mr. Sheldon Christian, A.B., S.T.B., of The Pejepscot Press, of Brunswick.

The College Library already owns many examples of fine printing which include the publications designed and printed by Frederick W. Anthoensen (A.M., 1947), of The Anthoensen Press, of Portland; books printed by Thomas Bird Mosher (A.M., 1906), also of Portland; and publications of the Grolier Club, of New York. In the field of early printing the Library possesses several examples of incunabula as well as a collection of 270 leaves of incunabula, mounted and described by Konrad Haebler. For several years the Library has been purchasing books in the field of printing and typography, their purchase being made possible by gifts to the Anthoensen-Christian Fund, established in 1946 to provide a typographical collection. In 1950 the Library received from a friend who wishes to remain anonymous a unique collection of volumes bound in full leather, beautifully tooled and inlaid by some of the world's finest binders. Among the binders represented are Meunier, Zaehnsdorf, Lortic, Michel, Chambolle-Duru, Riviere and Son, Taffin, Bradstreet, Ruban, Cuzin, and Gruel.

The Bureau for Research in Municipal Government

THE principal purpose of the Bureau for Research in Municipal Government is to provide adequate facilities for training students in the use of primary materials relating to local and state government. A secondary aim is to supply information to citizens, civic organizations, and government officials. The Bureau is located on the second floor of Hubbard Hall.

The Bureau for Research in Municipal Government was established in 1914 and directed from that date until 1952 by Orren Chalmer Hormell, Ph.D., D.C.L., DeAlva Stanwood Alexander Professor of Government, Emeritus. Its establishment was made possible by a generous contribution from William John Curtis, LL.D., a member of the Class of 1875, and has been continued by gifts from interested alumni and appropriations from the Governing Boards. Today a portion of the income from a fund established by Guy Parkhurst Estes, a member of the Class of 1909, is used for the support of the work of the Bureau.

The library of the Bureau consists of publications catalogued under such subjects as: municipal finance, charters and charter making, zoning, planning, municipal ordinances, personnel management, public utilities, and taxation. Most of the pertinent periodicals dealing with state and local government and public administration are also among the materials available in the Bureau library. During the forty-nine years of its existence, the Bureau has furnished students a carefully chosen yet comprehensive selection of source material on various phases of American government —information which has been of particular value in courses offered by the Department of Government and Legal Studies.

The Bureau has also made significant contributions to public service by furnishing information and technical aid to many cities and towns in New England, and especially in Maine. A lasting contribution to civic knowledge has been made by the publication of monographs in the *Government Research Series* of the *Bowdoin College Bulletin.* This series now numbers twenty-four studies on various aspects of state and local government in Maine.

Bowdoin Center for Education in Politics

THE Center for Education in Politics (formerly The Citizenship Clearing House) promotes student interest and participation in political party activity. Originated by Arthur Vanderbilt, late Chief Justice of the New Jersey Supreme Court, the organization is nonpartisan. Affiliated with the Law Center of New York University, and administered regionally at the University of Rhode Island, the National Center for Education in Politics provides funds for a program to bring Bowdoin students into contact with practical politics.

Students have opportunities to become involved in political party work in addition to meeting and questioning candidates for important public positions and experts on the political process. Bowdoin undergraduates also participate through arrangements made for them to work as assistants to the county delegations at the state party conventions. During the 1960 Presidential campaign and the 1962 elections, students of politics were afforded the opportunity to participate in all forms of electioneering activity by working with the local party organization of their choice. A two-day spring conference on political issues with nationally known figures as guest speakers is now a traditional feature of the Bowdoin program. In an attempt to further advance the goals of the national sponsor, the Bowdoin Center for Education in Politics Congressional Internship program was launched in the summer of 1962 with the placement of outstanding students in the offices of members of the New England delegation.

Finally, a Political Information Center has been formed. The chief goal of the Center is the encouragement of scholarly research in the political process among undergraduates through the publication of noteworthy papers. The most recent monographs published under the auspices of the Center are: *Maine Elects a Republican—1958,* by Theodore Curtis, Class of 1962; *Non-Voting: Auburn, Maine—September, 1958,* by I. Joel Abromson and Donald M. Bloch, Class of 1960; *Campaign Finances: Maine—1958,* by Alfred Schretter, Class of 1959; *The Long Vigil: A Study of a 1958 State Senatorial Election in Massachusetts,* by Stephen E. Hays, Class of 1961; *Party Activists and Political Motivation: The Case of the Republican Party Workers—Brunswick, Maine—1960,* by Granville Magee, Class of 1962; and *Campaign*

Finances: Maine—1960, by Mark R. Youmans, Class of 1962. These studies have won commendation from both academicians and practising politicians. In these various ways, the Bowdoin Center for Education in Politics works to help students provide better minds for better politics.

The Bowdoin Scientific Station

THE College maintains a Scientific Station at Kent Island in the Bay of Fundy, New Brunswick, Canada, where qualified students in biology have an opportunity to conduct field work on biological problems. Kent Island, containing approximately one hundred and fifty acres and several buildings, was presented to the College in 1935 by Mr. John Sterling Rockefeller, of New York City. Charles Ellsworth Huntington, Ph.D., Assistant Professor of Biology, is the Director of the Station.

This valuable adjunct to the scientific resources of the College is an outpost island at the entrance to the Bay of Fundy, the home of thousands of sea birds, and is especially attractive to students of ornithology. The extensive tides in the Bay provide excellent conditions for the study of marine biology. A wide diversity of environmental conditions, ranging from marsh land to virgin spruce timber, makes the island equally attractive to students of ecology and other fields of biological investigation.

No formal courses are offered at the Station, but students are encouraged to select problems for investigation at Kent Island during the summer and to conduct field work on their own initiative with the advice and assistance of the Department of Biology. Approved field work at the Station is acceptable for credit in *Biology 7-8* (Special Laboratory and Field Investigations) and *Biology 200* and *Biology 300-303* (the Honors courses). Financial assistance for students doing research at Kent Island is available from the Alfred O. Gross Fund (see page 206) and from a grant from the National Science Foundation for undergraduate science education.

Scientific investigators from other institutions have frequently availed themselves of the opportunities afforded by the Station. Their presence has been a valuable stimulus to the undergraduate members of the Station in the conduct of their work.

Center for Economic Research

THE Center for Economic Research is an organization devoted to research and publication, especially in the area of the Maine economy. The Center publishes the *Maine Business Indicators,* which regularly includes comment on current conditions together with articles devoted to particular phases of the economic structure of Maine. As a part of these activities, the Center collects and makes available to interested individuals and organizations a wide range of economic data concerning Maine and northern New England.

The establishment of the Center in 1958 was the outgrowth of an effort that began in 1954 among a group of businessmen and economists who realized the need for a better understanding of the Maine economy and for the availability of information about it. This first phase of the program was sponsored by the Committee for Economic Development and the Ford Foundation. As a result of this joint activity, several studies were completed and an index of Maine business was developed. Publication of the Index and the *Maine Business Indicators* began in September, 1956, and has been continued ever since at Bowdoin College.

In addition to the preparation and publication of the *Indicators,* the Center has also carried out a variety of research projects involving aspects of the Maine and New England economies. These studies have been made possible by grants received from Federal and State agencies of the government as well as from private organizations. Financial support for the *Maine Business Indicators* is obtained by gifts made to Bowdoin College especially for this purpose.

The staff of the Center consists of faculty members in the Economics Department of Bowdoin College, together with other research and secretarial assistants. The office of the Center is located in the Economics Department office at 6 College Street.

Lectureships and Institutes

THE regular instruction of the College is supplemented each year by a series of ten or twelve major lectures, in addition to occasional lectures and panel discussions sponsored by the various departments of study and undergraduate campus organizations. A notable adjunct to the intellectual life of the entire college community is the series of Institutes which brings to Bowdoin every two years various distinguished authorities in Art, Literature, Music, Public Affairs, and Science.

LECTURESHIPS

Annie Talbot Cole Lectureship. This lectureship was founded in 1906 by Mrs. Calista S. Mayhew, of South Orange, New Jersey, in memory of her niece, Mrs. Samuel Valentine Cole. According to the terms of the gift, this lectureship was established to contribute "to the ennoblement and enrichment of life by standing for the idea that life is a glad opportunity. It shall, therefore, exhibit and endeavor to make attractive, the highest ideals of character and conduct, and also, insofar as possible, foster an appreciation of the beautiful as revealed through nature, poetry, music, and the fine arts."

Mayhew Lecture Fund. This lectureship was founded in 1923 by Mrs. Calista S. Mayhew. The income from the bequest is used to provide lectures on bird life and its effect on forestry.

John Warren Achorn Lectureship. This lectureship was established in 1928 by Mrs. John Warren Achorn, as a memorial to her husband, a member of the Class of 1879. The income is used for lectures on birds and bird life.

Tallman Lecture Fund. This fund of $103,085 was given by Frank G. Tallman, A.M., Bowdoin, 1935, of Wilmington, Delaware, in 1928, as a memorial to the Bowdoin members of his family. The income is "to be expended annually upon a series of lectures to be delivered by men selected by the Faculty either in this country or abroad." In addition to offering a course for undergraduates, the Visiting Professors on the Tallman Foundation give a series of public lectures on the subject of their special interest.

VISITING PROFESSORS ON THE TALLMAN FOUNDATION: 1954-1963

Ronald Perkins Bridges, A.M., D.D., L.H.D., LITT.D., *Executive Chairman of the Protestant Radio, Film and Television Commission of the National Council of the Churches of Christ in the United States of America. Visiting Professor of Religion,* Spring 1954.

Balkrishna Govind Gokhale, PH.D., *Professor of History and Indian Culture, Siddharth College, and Postgraduate Professor and Research Guide at the Bombay University, India. Visiting Professor on Indian History,* 1954-1955.

Pedro Armillas, B.S., *Professor de Ensenanza Tecnica Superior, Escuela Nacional de Antropologia, Mexico City. Visiting Lecturer on Archaeology,* 1955-1956.

Charles Mitchell, B.A., M.A., B.LITT., *Warburg Institute of the University of London. Visiting Professor of the History of Art,* Fall 1956.

George Haddad, PH.D., *Syrian University, Damascus. Visiting Professor of Near East History and Culture,* Fall 1957.

William Matthew O'Neil, A.B., A.M., *McCaughey Professor of Psychology, University of Sydney. Visiting Professor of the History of Science,* Spring 1960.

Takamichi Ninomiya, B.A., *Professor of English, Kobe University. Whitney-Fulbright Visiting Professor of the Japanese Language and Literature,* Fall 1960.

Ole Myrvoll, DR. OECON., *Professor of Economic Theory, Norwegian School of Economics and Business Administration, Bergen. Visiting Professor of Economics,* Spring 1962.

Rex Warner, *Visiting Professor in Classical History and Literature,* 1962-1963.

CHEMISTRY LECTURE FUND. By vote of the Boards in 1939 the balance of $1,180 from a fund given for Chemistry Department Lectures is used for special lectures in chemistry.

THE DELTA SIGMA LECTURESHIP. This lectureship, an annual gift to the College from the Delta Sigma Fraternity, was established at the suggestion of Avery Marion Spear (1904-1929), of the Class of 1925. Described by the President of the College as "a symbol of the growth of intellectual interest among the undergraduates," the lectureship has brought to the College for lectures and conferences a number of distinguished persons including: Mary Ellen Chase, George Lyman Kittredge, Alexander Meiklejohn, Eleanor Roosevelt, Norman Thomas, Hodding Carter, and Alexander Woollcott.

The Student Council Lectureship. This lectureship, an annual gift to the College from the Student Council, was established in 1958 to provide a lecture on a topic of current interest to the student body.

Edith Lansing Koon Sills Lecture Fund. This fund, at present amounting to $1,780, was established in 1961 by the Society of Bowdoin Women to honor Mrs. Kenneth C. M. Sills, the wife of a former President of Bowdoin College. The fund is to be used to support a biennial lecture by an outstanding woman.

Charles Weston Pickard Lecture Fund. Founded in 1961 by John Coleman Pickard, of the Class of 1922, in memory of his grandfather, a member of the Class of 1857. Starting with a gift of $15,000, the interest is to be added to the principal until it reaches $25,000, except that beginning with the academic year 1963-1964, and every four years thereafter, the income for that particular year shall be used to provide a lecture in the field of journalism in its broadest sense. "By journalism is meant lines of communication with the public, whether through newspapers, radio, television, or other recognized media."

Charles R. Bennett Memorial Fund. A fund of $940 given in 1962 by Mrs. Mary D. Bennett in memory of her husband, Charles R. Bennett, of the Class of 1907. The income is made available to the Mathematics Department preferably for the purpose of meeting the expenses of a visiting Mathematics lecturer.

THE BIENNIAL INSTITUTES

Sponsored by the College, Institutes on subjects of broad, general interest were held biennially from 1923 to 1941 and resumed in 1944. The method of conducting these Institutes is to bring to Brunswick various lecturers, each a distinguished authority in his field, for public lectures and round-table conferences. Although the lectures attract state-wide audiences, the conferences are given solely for undergraduates. In 1955, 1956, and 1960 the traditional pattern was varied by having the Institute conducted by one lecturer who developed a single theme in a series of addresses and round-table discussions. In the last twenty-five years Institutes have been held in the following fields:

Philosophy (1937)
Music (1939)
Human Geography (1941)
Liberal Education (1944)
World Politics and Organization (1947)
Modern Literature (1950)
Highlights of New England Culture During Bowdoin's History (1952)
Some Aspects of American Foreign Policy (1955)
Crime and Delinquency (1956)
The Mind of the South (1958)
The Contemporary American Novel (1960)
Soviet Russia (1962)

NATIONAL SCIENCE FOUNDATION INSTITUTES

Summer Institutes

Two grants totaling $94,600 were received from the National Science Foundation for conducting Institutes on the Bowdoin campus in the summer of 1963. Institutes for secondary school teachers were held in Mathematics and Marine Biology. These two Institutes ran concurrently from July 1 to August 10. Each Institute offered credit at a graduate level of two semester courses or eight semester hours. Under the terms of the grant each participant received a stipend of $75 a week with additional allowance for dependents and travel.

The Marine Biology Institute, under the direction of Dr. Alton H. Gustafson, Professor of Biology, was presented to thirty-six science teachers selected because of their interest in Marine Biology and their ability to foster this interest in their students. Emphasis in this Institute was placed on the ecological aspects of the marine environment and the use of living organisms.

The Mathematics Institute was under the direction of Professor Richard L. Chittim, of the Department of Mathematics. It provided sixty-five teachers a program of two courses: one in Modern Applications of Mathematics and one in Complex Variables and Functions of Complex Variables. This Institute was the fifth of a series of Mathematics Institutes planned to give credit toward a master's degree. Again this year participants selected were teachers who would exert leadership in the teaching of mathematics by creating modern courses or writing textbooks.

American teachers who attended these Institutes came from every section of the United States. Bowdoin College provided both dining and housing accommodations. Approximately one-half of the teachers were accompanied by their families. Throughout the period of the Institutes all of the facilities of the College including the Library, the Museum, Swimming Pool, and the tennis courts were made available to these participants. The coordinator of the 1963 Institutes was Dr. Samuel E. Kamerling, Charles Weston Pickard Professor of Chemistry.

Academic Year Institute

Participants in this Institute are selected secondary school teachers of mathematics capable of pursuing a study of mathematics at the graduate level. This Institute is related to the 1963 Summer Institutes in such a way as to provide a program of graduate study running through a twelve-month year. Successful completion of the program leads to the award of the degree of Master of Arts.

SUMMER LECTURES AND CONFERENCES

The Oakes Center, Bar Harbor

The Oakes Center, a twenty-one-room residence situated on a seven-acre estate with an extensive shore front, is ideally adapted for summer educational programs and conferences. In July and August in 1958 and 1959 the Center housed a Speech Workshop for teachers under the direction of Albert Rudolph Thayer, A.M., McCann Professor of Oral Communication at Bowdoin. In August of 1960 and 1961 the staffs of the Johns Hopkins University School of Medicine and the Roscoe B. Jackson Memorial Laboratory, of Bar Harbor, conducted courses in Medical Genetics at the Oakes Center. For a part of the summer of 1962 it was used by the Institute for Defense Analyses. There were also two public lectures given during the last half of August. The summer of 1963 was devoted to an extensive series of about a dozen illustrated lectures, color films, and chamber music concerts, all open to the public, and one illustrated lecture restricted to the Alumni of the College.

SUNDAY CHAPEL SPEAKERS: September, 1962–May, 1963

September 30—Oscar Eugene Remick, Ph.D., United Baptist Church, Topsham.

October 7—John David Maguire, B.D., Ph.D., Assistant Professor of Religion, Wesleyan University.

October 14—Wallace Witmer Anderson, D.D., United Church, Bridgeport, Connecticut.

October 21—Edward William Meury, B.D., Wellesley Congregational Church, Wellesley, Massachusetts.

October 28—John Reginald Butt, Diocesan Missionary of the Protestant Episcopal Church in Maine.

November 4—William Harper Welch, A.M., State Street Congregational Church, Portland.

November 11—John Robert Schroeder, S.T.M., United Baptist Church, Lewiston.

November 18—Edson Roy Burchell, B.D., First Church of Christ, Pittsfield, Massachusetts.

December 2—Commander Ralph Wilson Below, Th.M., Ch.C., USN, Chaplain, Brunswick Naval Air Station.

December 9—William Brotherton Davis, B.D., First Parish Church, Brunswick.

January 6—Frederick Dennis Hayes, D.D., High Street Congregational Church, Auburn.

January 13—Birger Theodore Johnson, B.D., Associate Minister, Woodfords Congregational Church, Portland.

January 20—George Milner Hooten, Jr., D.D., First Church of Christ, Marblehead, Massachusetts.

February 10—Milton Morse McGorrill, D.D., Unitarian Church, Concord, New Hampshire.

February 17—Nathanael Mann Guptill, D.D., Minister of the Connecticut Conference of Congregational Christian Churches.

February 24—Arnold Withrow Hearn, Ph.D., Lowry Professor of Philosophy of Religion and Christian Ethics, Bangor Theological Seminary.

March 3—Warren Sturtevant Palmer, B.D., North Parish Congregational Church, Sanford.

March 10—Charles Powell Scott, B.D., Chaplain of Middlebury College.

March 17—Kenneth Rivkin, M.H.L., Temple Tifereth Israel, Malden, Massachusetts.

April 7—The President of the College.

April 14—Robert Cummins, D.D., S.T.D., Bowdoinham.

April 21—James Vince Miller, Ph.D., Chairman of the Department of Philosophy and Religion, Bates College.

April 28—Robert Hoffman Hamill, D.D., Dean of the Chapel, Boston University.

May 5—Joseph Cony MacDonald, D.D., United Church, Waban, Massachusetts.

May 12—Vesper Service.

May 19—Donald Henry Lyons, S.T.B., Archdeacon of the Protestant Episcopal Diocese of New Hampshire.

Student Life and Activities

BOWDOIN provides for her students a campus life which combines traditional features of the liberal arts college with modern facilities and programs which enrich the experience of undergraduate life. The Curriculum in Arts and Sciences (pages 94-156) provides formal instruction in those subjects appropriate to the development of educated and enlightened citizens. Within this framework students are encouraged, and are permitted sufficient flexibility, to develop their talents and capacities for leadership to the utmost. The physical plant and equipment of the College has been considerably improved in recent years, and visitors are frequently impressed by the quality of these physical facilities, given the modest size of the student body. Along with the library, laboratories, art museum, concert and lecture halls, social center, infirmary, and athletic facilities, continuing attention is given to the less tangible—but more important—intellectual resources of the College. Art shows, lectures, concerts, motion pictures, and legitimate dramatic productions are all planned to provide stimulating experiences which will enhance the student's everyday work within the formal curriculum.

Living and Dining Accommodations: The College provides living and dining accommodations for its student body. Entering freshmen live in the several dormitories. Those electing to join fraternities will, after the first few days, normally take their meals at the fraternity house; others dine at the Moulton Union. The fraternity chapter houses furnish dining accommodations to their constituencies and living accommodations for a large proportion of the three upper classes (the final arrangements for living quarters being contingent upon the size of enrollment and other factors). Both fraternity and dormitory quarters help to promote the valuable friendships and give-and-take of opinion perennially associated with campus life.

The Moulton Union: The Union continues to be the social center of the entire College: it provides a spacious home on the campus for undergraduates, members of the Faculty, alumni, and guests.

The hospitable Union lounge is available from early morning until midnight every day for leisure-time enjoyment. This room is the scene of a great variety of college gatherings: smokers, lectures, recitals, and dances. No charge is made for the use of the pocket billiard, billiard, and table tennis equipment in the game rooms. The second floor contains several pleasant conference rooms for undergraduate activities including WBOR, the College Radio Station. Also, there are comfortable rooms which are available for overnight accommodations to alumni, parents, and friends of the College. The main dining room is comfortably and informally furnished for regular meals and for between-meal snacks, cafeteria-style. Here Faculty and students meet over cups of coffee and enjoy stimulating and agreeable companionship. Banquets for college groups and friends of the College are also held from time to time in this dining room.

A small, adjoining dining room is distinguished by pen and ink murals depicting scenes of Maine seacoast life. The murals and poetry are the creations of the late Professor Robert Peter Tristram Coffin '15 (1892-1955). This room is used by students and Faculty. Weekly informal luncheons for the latter are held here during the academic year. The Union bookstore provides sundries to members of the College at a nominal charge. Here also students may purchase textbooks required in course work and other books of general interest. Profits are used for general student social purposes under the direction of the Student Union Committee.

The facilities of the Union resemble those of a club in which there are daily opportunities for new students to meet and form friendships with other students and faculty members. The donor's wish to provide a place where the fires of friendship may be kindled and kept burning has been amply realized.

The formulation of policies and the planning of the many-sided program of Union activities are the responsibilities of the Director of the Moulton Union assisted by the Student Union Committee, consisting of a representative from each Fraternity and the Independents. By sponsoring dances, lectures, exhibitions of motion pictures, tournaments, and other entertainments, the Committee contributes to the social life of the entire college community.

THE STUDENT UNION COMMITTEE

1963-1964

Paul Frederic Burke, Jr., *President*	Kappa Sigma
Paul David Lazarus, *Vice-President*	Delta Sigma
Russell Henry Weigel, Jr., *Treasurer*	Delta Kappa Epsilon
Steven Richard Siegel, *Secretary*	Alpha Rho Upsilon
Richard Fenn Van Antwerp	Alpha Delta Phi
Francis Bradford Swenson	Beta Theta Pi
Donald William Kufe	Chi Psi

Richard Rozzell Fay	Phi Delta Psi
Benjamin Angier Soule	Psi Upsilon
Alan Curtis Clark	Sigma Nu
Thomas Edward Pierpan	Theta Delta Chi
Douglas Chapin Bates	Zeta Psi
Stephen Hurlburt Trecartin	Independent

Fraternities: The Greek-letter fraternities first appeared on the Bowdoin campus in 1841. A century ago their functions were purely literary and social, but with the passing years they have become more and more an integral part of college life. In the early years, the meeting places of the fraternities were known only to their members. Later the members of the various chapters lived together in several of "the ends" of the college dormitories. A new era began in 1900 when two of the Greek-letter societies moved into houses of their own and took over the provision of living and dining facilities. Ordinarily, the upper-class members live "at the house," while all the members dine there.

Membership in a fraternity provides much more than an attractive eating club, agreeable companionship, occasional house parties, and competition in interfraternity track meets. To many graduates, such membership has meant a valuable training in the care of material property and in the maintenance of good relations with the town and with other groups, cooperation with the Administration and the faculty adviser in promoting scholarship and manly conduct among the younger brothers, and comradely association with alumni in the management of chapter affairs. At Bowdoin, loyalty to a fraternity has been found in practice to be an excellent means of developing loyalty to the College itself and to the larger interests which the College serves.

Independents: The Independent group at Bowdoin is small (partly because the fraternities do not follow as exclusive or selective policies as at some other colleges) but nevertheless important. Members of this group usually live in the dormitories and dine at the Moulton Union. The group has its own faculty adviser and holds out to its members the possibility of friendly association with fellow students without the more formal ties that go with fraternity organization.

The Bowdoin Plan: A notable contribution to international understanding, the "Bowdoin Plan" is an arrangement whereby the fraternities provide board and room for some foreign students, while the College remits tuition. The plan originated with the undergraduates themselves in the Spring of 1947, and in its first year of operation brought six foreign students to the Bowdoin campus. Since then the number has been increased. Their presence is a very desirable addition to the life and fellowship of a small college. A roster of foreign students attending Bowdoin under the terms of the plan in 1963-1964 is printed on pages 221-222.

THE STUDENT COUNCIL: The control of student life at Bowdoin is entrusted in the fullest possible measure to the students themselves. Undergraduate self-government is vested in the Student Council, which makes recommendations about student affairs to the student body, and occasionally to the Faculty. The Council is composed of representatives from each fraternity and organized social group.

STUDENT COUNCIL

Fall 1963

Peter Reed Seaver, *President*	Zeta Psi
Jeffrey Martin Lang, *Vice-President*	Beta Theta Pi
Kenneth Chatfield Smith, *Secretary-Treasurer*	Theta Delta Chi
Richard Thompson Andrias	Beta Theta Pi
Frederick Thomas Bail	Sigma Nu
William Bruce Barthelman	Delta Sigma
Elmer Lawrence Beal, Jr.	Zeta Psi
Richard Edward Black	Kappa Sigma
Stephen Daniel Bloomberg	Theta Delta Chi
Paul Dayton Burnham, Jr.	Chi Psi
Robert Mason Farquharson	Phi Delta Psi
Stephen Prescott Farrar	Alpha Delta Phi
Louis Arthur Fourcher	Phi Delta Psi
James Bradley Haddock	Sigma Nu
James Emory Hastings	Independent
William Lester Hughes, Jr.	Psi Upsilon
Ronald Steven Mazer	Alpha Rho Upsilon
John Stephen Putnam	Psi Upsilon
Philip Noel Racine	Alpha Delta Phi
Gerald Fred Rath	Alpha Rho Upsilon
Howard Allen Ryan	Chi Psi
Theodore Mitchell Slowik	Kappa Sigma
David Noble Stockford	Delta Kappa Epsilon
Philip Douglas Walls	Independent
Steven Jeffrey Weiss	Delta Sigma
Charles Augustus Wheeler, Jr.	Delta Kappa Epsilon

The Student Curriculum Committee: Recently organized, the Student Curriculum Committee is interested in Faculty-Student relationships. Among its contributions to the College is the arrangement of lectures of interest to the college community, delivered principally by members of the Faculty. The five-member Committee is elected in the fall; two are members of the Student Council and three, members-at-large, are from the student body.

The Board of Proctors: The maintenance of order in the dormitories and the responsibility for their proper care are delegated to a Board of Proctors nominated by the Student Council and appointed by the Dean of Students with the approval of the Faculty.

Board of Proctors

Fall 1963

Richard Edward Black
William Francis Farley
James Bradley Haddock
Robert Clark Hale
Bruce Martin Lutsk
David Turner McDowell
Michael Anthony Napolitano, Jr.
Robert Cullen Osterhout
Peter Leonard Seery
Harry Leo Silverman
Robert Charles Taylor
Roger Oliyan Tuveson

The Orient: *The Bowdoin Orient,* the college newspaper, is now in its ninety-third year of continuous publication. Opportunities for freshmen as "cub" reporters, and for newcomers at the news desk and in the pressroom, continue as in the past, and advancement on the staff is rapid for those with a flair for journalism. Students interested in the business management of the newspaper will also find opportunities for work and advancement.

The Quill: The *Quill* is the college literary publication and is normally published once each Semester. Each issue contains articles in all fields of student literary interest: short stories, essays, poems, and reviews. Contributions are welcomed from all members of the College.

The Bugle: The *Bugle* is the college yearbook published by the Junior Class. The board is composed of students with faculty advisers.

Music: The most important musical extracurricular activity is the Glee Club. Bowdoin continues to be a "singing college," with the Interfraternity Singing Competition, the *a capella* choir (which in addition to Sunday vesper services makes joint appearances with nearby girls' schools and colleges), musical chapel services, house singing, student recitals, and the "Meddiebempsters" double quartet. In addition, the Brunswick Choral Society, in which undergraduates participate, presents at least two major choral works a year. An artist concert series is open free to all undergraduates.

RADIO: In WBOR, "Bowdoin-on-Radio," the College has a fully equipped FM radio station as the result of a substantial gift from the Class of 1924. Situated on the second floor of the Moulton Union, both studios and the control room are sealed against disturbances of sound with acoustical tiling and sound-lock doors. The station is equipped to produce high-fidelity broadcasts.

Students and Faculty work freely together to cover the average daily run of ten hours on the air. The station has an advisory board, but programming and management are handled entirely by the students. During the last year of operation about seventy students participated as scriptwriters, directors, announcers, performers, and engineers. The station records on tape many of the college lectures and concerts for rebroadcast and has made several recordings for public distribution.

DEBATING: In addition to the Achorn and Bradbury Prize Debates, an extensive program of intercollegiate debating is sponsored by the Debating Council. The annual interfraternity debate competition for the Wilmot Brookings Mitchell Debate Trophy is under the general supervision of the Council.

THE MASQUE AND GOWN: This college dramatic organization has for sixty years provided undergraduates with opportunities to give practical expression to their interest in the theater. Townspeople collaborate with the student members of Masque and Gown in many productions. The Executive Committee hopes to continue its policy of producing full-length and one-act plays written by students; the Committee also plans to use various experimental production techniques. Under the direction of an expert, and housed in Pickard Theater, the Masque and Gown offers many opportunities for those interested in playwriting, scene design and construction, acting, and business management and publicity.

THE CHRISTIAN ASSOCIATION: The Bowdoin Christian Association is an undenominational organization, membership in which is open to every undergraduate for the purpose of helping students to find the place of religion in life. The Association conducts many lines of work, sponsors a Religious Forum, and often arranges informal conferences at which the undergraduates have opportunities to meet the college preachers. In these various activities students of different denominations learn to work together and to respect the religious convictions of others.

The Political Forum: This student organization actively fosters the discussion and debate of current political practices and problems of local, state, national and international interest. The Forum has instituted the policy of inviting guest speakers to lecture to the college community.

The Outing Club: Organized in 1948, the Outing Club sponsors a program of outdoor activities including rock and mountain climbing, cycling, canoeing, and skiing.

The White Key: This organization has two functions: to program and supervise all interfraternity athletics, and to serve as the official committee to welcome and make arrangements for the entertainment of teams visiting Bowdoin from other institutions.

ATHLETICS

The Department of Physical Education offers a well-rounded program of athletics for all undergraduates. In addition to well-coached varsity teams, which participate in intercollegiate competition, there is an active year-round schedule of intramural athletics for the whole student body.

Intercollegiate Athletics: Bowdoin offers intercollegiate competition in the following sports: football, cross country, basketball, track, swimming, hockey, lacrosse, skiing, golf, tennis, baseball, rifle, soccer, and sailing. Varsity and freshman teams will be maintained in most of these sports, enabling every undergraduate opportunity to try out for the sport of his choice.

Intramural Athletics: Competition between fraternities is scheduled in softball, touch football, basketball, hockey, track, swimming, sailing, bowling, and volleyball. Undergraduates not actively engaged in intercollegiate sports during a given season are eligible for intramural contests.

A New Gymnasium

Present plans call for the completion of a new gymnasium in the fall of 1965. This new 50,000-square-foot building will be constructed on the north side of Sargent Gymnasium and connected to it. The new gymnasium will contain a modern basketball court seating 1,500 persons, four visiting team rooms with showers, and adequate offices for the Director of Athletics and his staff. Upon completion of the new building, Sargent Gymnasium will be altered and renovated to make it an efficient part of the comprehensive plan.

Placement Bureau

THE College offers assistance to students and graduates in solving the problem of employment, both during their undergraduate courses and afterward. Opportunities for undergraduates to do part-time work at the College or in the community may usually be obtained through the Student Aid Office in Massachusetts Hall.

Students are encouraged to register early in their college career and to consult the Director in Banister Hall for vocational counsel and guidance if the work of the Bureau is to be most effective in placing men upon graduation in the positions for which they are best qualified. The Bureau assists undergraduates in establishing contacts for summer employment.

The interviews are planned to broaden the student's vocational interest and to aid him in the choice of properly correlated courses best suited to furnish a foundation and background for his life's work. Each student should survey his abilities objectively and study the demands of business, the occupations, and the professions in order to assist him in his planning. Students with a definite goal in mind usually approach their work with an earnestness of purpose. While the selection of a career must necessarily be left to the student, it should not be deferred too long or left to chance. The Bureau has information available to help guide the applicant to an intelligent choice. Extensive literature, including occupational monographs, and recent books on business careers are at the disposal of the students. The candidate's complete undergraduate record—including classroom work, vocational aptitude tests and extracurricular activities—is used to determine his availability for positions after graduation.

The Bureau continually expands its contacts with employers, acting as an intermediary for the exchange of vocational information between employers and registrants. Representatives of industry are invited to the campus to confer with students and to discuss not only the qualifications necessary for success in their special fields but to explain the opportunities offered to college men. During the fall a series of business conferences is usually held for the benefit of registrants. The efforts of the Bureau are coordinated with the activities of the Alumni Placement Committees organized on a national basis in thirty-five strategic areas. These Committees greatly extend the range of opportunities for all registrants. The Bureau makes available to these Committees basic individual data for proper classification and placement of candidates referred to them.

Students planning to enter graduate school should consult with either of the Deans and the chairmen of their major departments. No charge is made for services rendered to candidates or employers.

The Director devotes the major portion of his time to the activities of the Bureau. He is a member of the Faculty as well as an administrative officer. All correspondence should be addressed to the Director of the Placement Bureau, Banister Hall, Bowdoin College, Brunswick, Maine.

Bowdoin Placement Committee Chairmen

Albany, New York	James B. Colton II '31
Atlanta, Georgia	Brewster Rundlett '38
Augusta, Maine	Willard B. Arnold III '51
Bangor, Maine	Frank B. Harlow '29
Boston, Massachusetts	W. Lawrence Usher '32
Brunswick, Maine	Paul K. Niven '16
Buffalo, New York	George V. Craighead '25
Charleston, West Virginia	Clarence H. Johnson '28
Chicago, Illinois	Howard E. Kroll '25
Cincinnati, Ohio	John D. Dupuis '29
Cleveland, Ohio	John E. Orr '40
Dallas, Texas	John G. Young '21
Denver, Colorado	Oscar Swanson '30
Detroit, Michigan	George O. Cutter '27
Hartford, Connecticut	Robert H. Brownell '49
Jacksonville, Florida	William B. Mills '29
Lewiston-Auburn, Maine	Stephen D. Trafton '28
Los Angeles, California	William R. Spinney '13
Manchester, New Hampshire	Francis B. Hill '23
Mexico City, D. F.	Robert C. Hill '32
Millburn, New Jersey	Frank A. St. Clair '21
Minneapolis, Minnesota	Nathan A. Cobb '26
Montreal, Province of Quebec	Charles S. Bradeen '26
New York, New York	Donald K. Clifford '21
Pasco, Washington	Norman E. Robbins '19
Philadelphia, Pennsylvania	Leland W. Hovey '26
Providence, Rhode Island	Ralph R. Melloon '15
Rochester, New York	Norton V. Maloney '35
St. Johnsbury, Vermont	Alden E. Hull '29
St. Louis, Missouri	Wallace C. Philoon, Jr. '45
San Mateo, California	Donald A. Carman '52
Seattle, Washington	Roswell M. Bond '56
Springfield, Massachusetts	Lawrence E. Dwight '54
Washington, D. C.	William F. Johnson '30
Worcester, Massachusetts	Paul Sibley '25

Prizes and Distinctions

THE BOWDOIN PRIZE

The Bowdoin Prize. A fund, now amounting to $27,019, established as a memorial to William John Curtis, LL.D., of the Class of 1875, by Mrs. Curtis and children. The prize, four-fifths of the total income, is to be awarded "once in each five years to the graduate or former member of the College, or member of its Faculty at the time of the award, who shall have made during the period the most distinctive contribution in any field of human endeavor. The prize shall only be awarded to one who shall, in the judgment of the committee of award, be recognized as having won national and not merely local distinction, or who, in the judgment of the committee, is fairly entitled to be so recognized." (1928)

The first award of this prize was made in 1933 to Fred Houdlett Albee, M.D., Sc.D., LL.D., of the Class of 1899. The second award was made in 1938 to Harvey Dow Gibson, LL.D., of the Class of 1902, and Paul Howard Douglas, Ph.D., LL.D., of the Class of 1913. The third award was made in 1948 to Kenneth Charles Morton Sills, L.H.D., LL.D., of the Class of 1901. In 1954 the fourth award was made to Rear Admiral Donald Baxter MacMillan, Sc.D., of the Class of 1898. In 1958 the fifth award was made to Harold Hitz Burton, Jur.D., LL.D., of the Class of 1909. The sixth award was made in 1963 to William Hodding Carter, L.H.D., Litt.D., of the Class of 1927.

UNDERGRADUATE PRIZES*

Prizes in General Scholarship

Brown Memorial Scholarships. A fund for the support of four scholarships in Bowdoin College given by the Honorable J. B. Brown, of Portland, in memory of his son, James Olcott Brown, A.M., of the Class of 1856. According to the provisions of this foundation, there will be paid annually the income of one thousand dollars to the best scholar in each undergraduate class who shall have graduated at the High School in Portland after having been a member thereof not less than one year. (1865)

Almon Goodwin Prize Fund. This fund was established by Mrs. Maud Wilder Goodwin in memory of her husband, Almon Goodwin, of the Class of 1862. The annual income, $60, is awarded to a Phi Beta Kappa man chosen by vote of the Trustees of the College at the end of the recipient's Junior year. (1906)

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* The amount of the prizes depends upon the income of the funds; hence the figures given for awards are only approximate.

George Wood McArthur Prize. A fund bequeathed by Almira L. McArthur, of Saco, in memory of her husband, George Wood McArthur, of the Class of 1893. The annual income, $100, is awarded as a prize to that member of the graduating class who, coming to Bowdoin as the recipient of a prematriculation scholarship, shall have attained the highest academic standing among such recipients within the class. (1950)

The Leonard A. Pierce Memorial Fund will support a prize to be awarded each year to that member of the graduating class of the College continuing his education in an accredited law school, who has attained the highest scholastic average during his years in College, such prize to be paid to the recipient on his enrollment in his law school. (1961)

Departmental Prizes

Sue Winchell Burnett Music Prize. A prize consisting of the annual income of a fund of $1,000, the gift of Mrs. Rebecca P. Bradley in memory of Mrs. Sue Winchell Burnett. It is awarded upon recommendation of the Department of Music to that member of the Senior Class who has majored in Music and has made the most significant contribution to Music while a student at Bowdoin. If two students make an equally significant contribution, the prize will be divided equally between them. (1963)

Class of 1875 Prize in American History. A prize of $230 was established by William John Curtis, LL.D., of the Class of 1875, and is awarded to the student who writes the best essay and passes the best examination on some assigned subject in American History. (1901)

Copeland-Gross Biology Prize. A prize named in honor of Professors Emeriti Manton Copeland and Alfred Otto Gross, is given by the Department of Biology to that graduating senior who has best exemplified the idea of a liberal education during the major program in Biology. (1959)

Hannibal Hamlin Emery Latin Prize. A prize of $60 is awarded to a member of the Junior or Senior Class for proficiency in Latin. (1922)

Goodwin French Prize. A prize of $30, the annual income of a fund given by the Reverend Daniel Raynes Goodwin, D.D., of the Class of 1832, is awarded to the best scholar in French. (1890)

Nathan Goold Prize. A prize of $130, the annual income of a fund established by Abba Goold Woolson, of Portland, in memory of her grandfather. It is awarded to that member of the "Senior Class who has, throughout his college course, attained the highest standing in Greek and Latin studies." (1922)

Edwin Herbert Hall Physics Prize. A prize named in honor of Edwin Herbert Hall, of the Class of 1875, the discoverer of the Hall Effect, is awarded each year to the best freshman scholar in the field of Physics. (1953)

Edward Sanford Hammond Mathematics Prize Fund. Established by former students of Professor Edward S. Hammond, Ph.D., Wing Professor of Mathematics, Emeritus, upon the occasion of his retirement, the income is used for a prize book to be awarded upon recommendation of the faculty of the Mathematics Department to a graduating senior who is completing with distinction a major in Mathematics. Any balance of the income from the fund may be used to purchase books for the use of the Department of Mathematics. (1963)

Sumner Increase Kimball Prize. A prize of $140 was established by the Honorable Sumner Increase Kimball, Sc.D., of the Class of 1855. It is awarded to that member of the Senior Class who has "shown the most ability and originality in the field of the Natural Sciences." (1923)

Eaton Leith French Prize. A prize of $25, provided by an anonymous donor, is awarded to that member of the Junior Class who, by his proficiency and scholarship, achieves outstanding results in the study of French Literature. (1962)

Charles Harold Livingston Honors Prize in French. The annual income of a fund of $1,000 is awarded to encourage independent scholarship in the form of honor theses in French. The fund was established by former students of Professor Charles Harold Livingston, Ph.D., Longfellow Professor of Romance Languages, Emeritus, upon the occasion of his retirement. (1956)

Philip Weston Meserve Fund. A prize of $30 in memory of Professor Philip Weston Meserve, of the Class of 1911, "to be used preferably to stimulate interest in Chemistry." (1941)

Noyes Political Economy Prize. A prize of $60 established by

Crosby Stuart Noyes, A.M., Bowdoin, 1887, is awarded to the best scholar in Political Economy. (1897)

PRAY ENGLISH PRIZE. A prize of $65, the annual income of a fund given by Dr. Thomas Jefferson Worcester Pray, of the Class of 1844, is awarded to the best scholar in English Literature and original English Composition. (1889)

SEWALL GREEK PRIZE. A prize of $40, the annual income of a fund given by Professor Jotham Bradbury Sewall, D.D., of the Class of 1848, formerly Professor of Greek in the College, is awarded to the member of the Sophomore Class who sustains the best examination in Greek. (1879)

SEWALL LATIN PRIZE. A prize of $40, the annual income of a fund also given by Professor Sewall, is awarded to the member of the Sophomore Class who sustains the best examination in Latin. (1879)

DAVID SEWALL PREMIUM. A prize of $60 is awarded to a member of the Freshman Class for excellence in English Composition. Entries are due at the last meeting of *English* 2. (1795)

BERTRAM LOUIS SMITH, JR., PRIZE. A bequest of $4,059 from Bertram Louis Smith, in memory of his son, a member of the Class of 1903, to encourage excellence of work in English Literature. From this fund a premium of $200 is awarded by the Faculty to a member of the Junior Class who has completed two years' work in English Literature. Ordinarily it is awarded to a student majoring in English and performance of major work as well as record in courses is taken into consideration. (1925)

SMYTH MATHEMATICAL PRIZE. A fund of $6,952, the gift of Henry Jewett Furber, of the Class of 1861, named by him in honor of Professor William Smyth. Three hundred dollars, the income of the fund, is given to that student in each Sophomore Class who obtains the highest rank in the mathematical studies of the first two years. The rank is determined mainly by the daily recitations, but the Faculty may in its discretion order a special examination, the result of which will be combined with the recitation rank. The successful candidate receives one-third of the prize at the time the award is made. The remaining two-thirds is paid to him in installments at the close of each term during Junior and Senior years. If a vacancy occurs during those years, the next in rank secures the benefit of the prize for the remainder of the time. (1876)

Lea Ruth Thumim Biblical Literature Prize. A prize consisting of the annual income of a fund given by Carl Thumim in memory of his wife, Lea Ruth Thumim, is awarded each year by the Department of Religion to the best scholar in Biblical Literature. (1959)

Prizes in Debating and Declamation

Edgar Oakes Achorn Prize Fund. The income of this fund is distributed as prizes to the winning team in an annual debate between members of the Freshman and Sophomore Classes. First prize, $25; Second prize, $15; Third prize, $10. (If this debate should fail in interest or scholastic benefit, the prizes may, at the discretion of the Faculty, be withdrawn, and the income awarded annually as a prize for the best essay by a freshman or sophomore on "Chapel Exercises, Their Place at Bowdoin," or on any other subject on the place of religion in a liberal arts college.) (1932)

Alexander Prize Fund. This fund was established by the Honorable DeAlva Stanwood Alexander, LL.D., of the Class of 1870, and furnishes two prizes, three-fifths and two-fifths of the annual income for excellence in select declamation. Competition is open to freshmen, sophomores, and juniors. First prize, $40; Second prize, $25. (1905)

Bradbury Debating Prize. The annual income of a fund given by the Honorable James Ware Bradbury, LL.D., of the Class of 1825, is awarded for excellence in debating. First team, $65; Second team, $15. (1901)

Class of 1868 Prize. A prize of $50, the annual income of a fund contributed by the Class of 1868, is given to that member of the Senior Class who shall write and deliver the best oration. (1868)

Hiland Lockwood Fairbanks Prize Fund. This fund was established by Captain Henry Nathaniel Fairbanks, of Bangor, in memory of his son, Hiland Lockwood Fairbanks, of the Class of 1895. Of the annual income, $120, one-half is awarded for excellence in debating and advanced public speaking (*English* 6, 5); one-fourth is awarded as a prize for excellence in declamation (*English* 3-4); and the remaining fourth is left at the disposal of the English Department for the promotion of interest in public speaking. (1909)

Goodwin Commencement Prize. A prize of $60, the annual income of a fund given by the Reverend Daniel Raynes Goodwin, D.D., of the Class of 1832, is awarded to the author of the best Commencement Part. (1882)

Wilmot Brookings Mitchell Debating Trophy. This trophy, presented by an anonymous donor, is to be inscribed annually with the winner of the interfraternity debate competition and awarded to that fraternity which has won three annual competitions. (1953)

Stanley Plummer Prize. A prize of $50, the annual income of a fund established by Stanley Plummer, of the Class of 1867, is awarded "for excellence in original and spoken composition in the English language on the part of the members of the Junior Class." (1919)

Essay Prizes

Philo Sherman Bennett Prize Fund. This fund was established by the Honorable William Jennings Bryan from trust funds of the estate of Philo Sherman Bennett, of New Haven, Connecticut. The proceeds are used for a prize of $30 for the best essay discussing the principles of free government. Competition is open to juniors and seniors. (1905)

Brown Composition Prizes. Two prizes of $40 and $25, the annual income of a fund established by Philip Greely Brown, of the Class of 1877, in memory of Philip Henry Brown, Esq., of the Class of 1851, are offered to members of the Senior Class for excellence in Extemporaneous English Composition. (1874)

Horace Lord Piper Prize. A prize of $70 was established by the Honorable Sumner Increase Kimball, Sc.D., of the Class of 1855, in memory of Major Horace Lord Piper, of the Class of 1863. It is awarded to that member of the Sophomore Class who presents the best "original paper on the subject calculated to promote the attainment and maintenance of peace throughout the world, or on some other subject devoted to the welfare of humanity." (1923)

Prizes in Creative Arts

Bowdoin Orient Prizes. Six cash prizes are offered by the Bowdoin Publishing Company to be awarded each Spring to those junior members of *The Bowdoin Orient* Staff who have made the most significant contribution to the various departments of the *Orient* in the preceding volume. (1948)

Abraham Goldberg Prize. A prize of $10, from a bequest of Abraham Goldberg, is awarded annually to that member of the Senior Class who, in the opinion of a faculty committee of which the Director of Dramatics is chairman, has shown, in plays presented at the College during the two years preceding the date of award, the most skill in the art of designing or directing. (1960)

Hawthorne Prize. A prize of $40 given in memory of Professor Robert Peter Tristram Coffin, B.Litt. (Oxon.), Litt.D., of the Class of 1915, and in memory of the original founders of the Hawthorne Prize: Nora Archibald Smith and Mrs. George C. Riggs (Kate Douglas Wiggin), Litt.D. It is awarded each year to the author of the best short story. The competition is open to members of the Sophomore, Junior, and Senior Classes. (1903)

Masque and Gown Figurine. A figurine, "The Prologue," carved by Gregory Wiggin, is presented annually to the author of the prize-winning play in the One-Act Play Contest, and held by him until the following contest. (1937)

Masque and Gown One-Act Play Prizes. Cash prizes of $25 and $15 are awarded annually for the best and second-best plays written and produced by undergraduates. Prizes of $10 each for acting, directing, and design in the competing plays have been added. (1934)

Alice Merrill Mitchell Prize. A prize of $25, given by Professor Wilmot Brookings Mitchell, L.H.D., Litt.D., of the Class of 1890, in memory of his wife, Alice Merrill Mitchell, is awarded annually to that member of the Senior Class who, in the opinion of a faculty committee of which the Director of Dramatics is chairman, has shown, in plays presented at the College during the two years preceding the date of award, the most skill in the art of acting. (1951)

Poetry Prize. A prize of $5 is given each Semester for the best poem on Bowdoin written by an undergraduate. (1926)

Forbes Rickard, Jr., Poetry Prize. A prize of $25, the annual income of a fund given by a group of alumni of the Alpha Delta Phi Fraternity at the College in memory of Forbes Rickard, Jr., of the Class of 1917, who lost his life in the service of his country, is awarded to the undergraduate writing the best poem. (1919)

Mary B. Sinkinson Short Story Prize. A prize of $90, the annual income of a fund established by John Hudson Sinkinson, of the Class of 1902, in memory of his wife, Mary Burnett Sinkinson, is awarded each year for the best short story written by a member of the Junior or Senior Class. (1961)

AWARDS FOR CHARACTER AND LEADERSHIP

LESLIE A. CLAFF TRACK TROPHY. A trophy presented by Leslie A. Claff, of the Class of 1926, to be awarded "at the conclusion of the competitive year to the outstanding performer in track and field athletics who, in the opinion of the Dean, the Director of Athletics, and the Track Coach, has demonstrated outstanding ability accompanied with those qualities of character and sportsmanship consistent with the aim of intercollegiate athletics in its role in higher education." (1961)

ANDREW ALLISON HALDANE CUP. A cup given by fellow officers in the Pacific in memory of Captain Andrew Allison Haldane, USMCR, of the Class of 1941, awarded to a member of the Senior Class who has outstanding qualities of leadership and character. (1945)

LUCIEN HOWE PRIZE. A fund of $5,074 given by Lucien Howe, M.D., Sc.D., of the Class of 1870. Fifty dollars from the income is "awarded by the Faculty to that member of the Senior Class, who, during his college course, by example and influence has shown the highest qualities of gentlemanly conduct and character, the award to be either in cash or in the form of a medal, according to the wish of the recipient." The remainder is expended by the President to improve the social life of the undergraduates. (1920)

WINSLOW R. HOWLAND FOOTBALL TROPHY. A trophy presented to the College by friends of the late Winslow R. Howland, of the Class of 1929, is awarded each year to that member of the varsity football team who has made the most marked improvement on the field of play during the football season, and who has shown the qualities of cooperation, aggressiveness, enthusiasm for the game, and fine sportsmanship so characteristic of Winslow Howland. (1959)

ELMER LONGLEY HUTCHINSON CUP. A cup, given by the Chi Psi Fraternity at the College in memory of Elmer Longley Hutchinson, of the Class of 1935, is awarded annually to a member of the varsity track squad for high conduct both on and off the field of sport. (1939)

GEORGE LEVINE MEMORIAL SOCCER TROPHY. A trophy presented by Lt. Benjamin Levine, Coach of Soccer, 1958, is awarded to that member of the varsity soccer team exemplifying the traits of sportsmanship, valor, and desire. (1958)

ROBERT B. MILLER TROPHY. A trophy, given by former Bowdoin swimmers, honoring Robert B. Miller, Coach of Swimming, Emeritus, is awarded annually "to the senior who, in the opinion of the coach, is the outstanding swimmer on the basis of his contribution to the sport." Winners will have their names inscribed on the trophy and will be presented with bronze figurines of swimmers. (1962)

Hugh Munro, Jr., Memorial Trophy. A trophy given by his family in memory of Hugh Munro, Jr., of the Class of 1941, who lost his life in the service of his country. It is inscribed each year with the name of that member of the Bowdoin varsity hockey team who best exemplifies the qualities of loyalty and courage which characterize the life of Hugh Munro, Jr. (1946)

Paul Nixon Basketball Trophy. Given to the College by an anonymous donor, and named in memory of Dean Paul Nixon, LL.D., L.H.D., in recognition of his interest in competitive athletics and sportsmanship, this trophy is inscribed each year with the name of the member of the Bowdoin varsity basketball team who has made the most valuable contribution to this team through his qualities of leadership and sportsmanship. (1959)

Col. William Henry Owen Premium. An award of $30, the income of a fund established by Frederick Wooster Owen, M.D., in memory of his brother, Col. William Henry Owen, A.M., of the Class of 1851, is awarded at Commencement "to some graduating student recognized by his fellows as a humble, earnest, and active Christian." (1916)

Wallace C. Philoon Trophy. Given by Wallace Copeland Philoon, M.S., Major General, U.S.A. (Retired), of the Class of 1905, this trophy is awarded each year to a nonletter winner of the current season who has made an outstanding contribution to the football team. The award is made to a man who has been faithful in attendance and training and has given his best efforts throughout the season. (1960)

William J. Reardon Memorial Football Trophy. A replica of this trophy, which was given to the College by the family and friends of William J. Reardon, of the Class of 1950, is presented each year to a senior on the varsity football team who has made an outstanding contribution to his team and his College as a man of honor, courage, and ability, the qualities which William J. Reardon exemplified at Bowdoin College on the campus and on the football field. (1958)

Franklin Delano Roosevelt Cup. A cup, furnished by the Alpha Delta Phi Fraternity at the College, to be inscribed annually with the name of that member of the three lower classes whose vision, humanity, and courage most contribute to making Bowdoin a better college. (1945)

PRIZES IN ATHLETICS AND SCHOLARSHIP

JAMES BOWDOIN CUP. This cup, given by the Alpha Rho Upsilon Fraternity, is awarded annually on James Bowdoin Day to the student who in his previous college year has won a varsity letter in active competition and has made the highest scholastic average among the students receiving varsity letters. In case two or more students should have equal records, the award shall go to the one having the best scholastic record during his college course. The name of the recipient is to be engraved on the cup and the cup retained for the following year by that college group (fraternity or nonfraternity) of which the recipient is a member. (1947)

ORREN CHALMER HORMELL CUP. A cup, given by the Sigma Nu Fraternity at the College, in honor of Orren Chalmer Hormell, Ph.D., D.C.L., DeAlva Stanwood Alexander Professor of Government, Emeritus, is awarded each year to a sophomore who, as a freshman, competed in freshman athletic competition as a regular member of a team, and who has achieved outstanding scholastic honors. A plaque inscribed with the names of all of the cup winners is kept on display. (1949)

MILITARY PRIZES

THE GENERAL PHILOON TROPHY. A cup given by Wallace Copeland Philoon, M.S., Major General, U.S.A. (Retired), of the Class of 1905, is awarded each autumn to that member of the Senior Class who has made the best record at the summer camp of the ROTC. (1951)

THE PERSHING-PRESNELL SWORD. A sword presented in honor of General John J. Pershing to Major John Finzer Presnell, Jr., '36, as the First Captain of the Class of 1940 at the United States Military Academy. Following the death of Major Presnell in the Second World War, his parents gave the sword to Bowdoin College. The Pershing-Presnell Sword is assigned to the Cadet Colonel commanding the Bowdoin College Battle Group, Reserve Officers' Training Corps, and the shield bearing the sword is inscribed with his name. (1951)

MISCELLANEOUS PRIZES

ABRAXAS AWARD. A plaque is awarded to the school sending three or more graduates to the College, whose representatives maintain the highest standing in the Fall Semester of Freshman year. This award, established in 1915 by the Abraxas Society, is now given by the Student Council. (1915)

Student Council Cup. A cup, formerly called the "Friars' Cup" and now given by the Student Council, is awarded at the conclusion of each Semester to that fraternity which has attained the highest academic standing during the Semester. (1911)

Harvey Dow Gibson Memorial Trophy. A cup in memory of Harvey Dow Gibson, LL.D., of the Class of 1902, is given by the Bowdoin chapter of the Theta Delta Chi Fraternity. It is awarded each fall to that fraternity which has shown the greatest improvement in its scholastic standing during the previous academic year. (1951)

The Peucinian Cup. A cup, in honor of the Peucinian Society, Bowdoin's first literary-social club (1805), is given by the alumni of Bowdoin fraternity chapters and awarded each February and June to the fraternity whose freshman delegation achieves the highest academic average for the previous Semester. (1938)

PHI BETA KAPPA

The Phi Beta Kappa Society, national honorary fraternity for the recognition and promotion of scholarship, was founded at the College of William and Mary in 1776. The Bowdoin Chapter (Alpha of Maine), the sixth in order of establishment, was founded in 1825. In addition to the nine charter members, 1,759 men have been elected to membership, of whom 632 are living.

Election to the Society is on the basis of scholarly achievement, in estimating which, consideration is given primarily to grades in courses, secondarily (at graduation) to departmental honors. Elections may be held twice a year—in February and June. Candidates must have completed twenty-six semester units for college credit.

The officers of the Chapter for 1963-1964 are:

President, Bela Winslow Norton, A.M., 1918.
Vice-President, William Davidson Geoghegan, Ph.D.
Secretary-Treasurer, Nathan Dane II, Ph.D., 1937.
Literary Committee, Paul Howard Douglas, Ph.D., 1913, *Chairman;* William Frost, Ph.D., 1938; Donald Leroy Cross, A.M., 1943; William Frank Wyatt, Jr., Ph.D., 1953; Allan Delmas Wooley, Jr., Ph.D., 1958.

JAMES BOWDOIN DAY

Named in honor of the earliest patron of the College, James Bowdoin Day was instituted in 1941 to accord recognition to those undergraduates who distinguish themselves in scholarship. At a convocation of the entire College, the exercises consist of the announcement of awards, the presentation of books, a response by an undergraduate, and an address.

The James Bowdoin Scholarships, carrying no stipend, are awarded to undergraduates who have completed two semesters' work, in recognition of a high average in their courses to date.

A book, bearing a replica of the early college bookplate serving to distinguish the James Bowdoin Collection in the Library, is presented to every undergraduate who has carried a full course program and has received a grade of A– or better in all of his courses during the last academic year.

THE FACULTY DEVELOPMENT FUND

This fund, now amounting to approximately $202,700, was established by Charles Austin Cary, LL.D., of the Class of 1910. The income from the fund is expended each year "for such purpose or purposes, to be recommended by the President and approved by the Governing Boards, as shall be deemed to be most effective in maintaining the caliber of the Faculty." These purposes may include, but not be limited to, support of individual research grants, or productive use of sabbatical leaves, added compensation for individual merit or distinguished accomplishment, and other incentives to encourage individual development of teaching capacity, and improvement of faculty salaries.

FACULTY RESEARCH FUND

This fund, founded by the Class of 1928 on the occasion of its twenty-fifth anniversary, is open to additions from other classes and individuals. The interest from the Fund is used to help finance research projects carried on by members of the Faculty.

UNDERGRADUATE RESEARCH ASSISTANCE

The Undergraduate Research Fellowship Program

The Undergraduate Research Fellowship Program was established by the Governing Boards upon the recommendation of the Faculty in June, 1959. Under this program, ten fellowships may be awarded annually to highly qualified seniors in all three major divisions of the curriculum: the Natural Sciences and Mathematics, the Social Sciences, and the Humanities. Each Fellow will participate, under the direction of a faculty member, in a research project in which that faculty member is independently interested.

The purpose of the program is to engage the Fellow directly and responsibly in a serious attempt to extend man's knowledge in his field of interest and competence. Each project to which a Fellow is assigned must therefore justify itself independently of the program as a potential contribution to knowledge, and the Fellow is expected to be an actual participant in the research and not, for example, a mere observer or helper. The nature of the project will differ from discipline to discipline, but all should give the Fellow first-hand acquaintance with productive scholarly work. Should the results of the research be published, the faculty member in charge of the work will acknowledge the contribution of the Fellow and of the program; and in some instances it may be appropriate that the Fellow be named as coauthor of the publication.

The Fellows will be chosen each spring for the following academic year. Awards will be made on the basis of the candidate's academic record and departmental recommendation, his particular interests and competence, and the availability at the College of a research project commensurate with his talents and training. Acceptance of a Fellowship does not preclude working for Honors. Since the aim of the program is to give special training to especially gifted students, the financial need of a candidate will not enter into the awarding of the Fellowships; but Fellows are obligated to refrain from all other part-time employment during the academic year.

List of Fellows and Projects: 1963-1964

Chemistry

Fredrick K. Orkin '64, "An Investigation of Physiologically Active Alkaloids Isolated from the Genus *Equisetum* and a Molecular Structure Investigation of Certain Saponins Produced by *Phytolacca americana*" (with Professor Dana W. Mayo).

Lawrence L. Pelletier, Jr. '64, "An Investigation of the Environmental Factors Affecting the Abnormally High Production of Basic Nitrogen Compounds in Alpine Plants" (with Professor Dana W. Mayo).

Economics

Steven J. Weiss '64, "A Quantitative Investigation of Aspects of the Maine Economy" (with Professor James A. Storer).

Mathematics

William C. Rounds '64, "Axiomatic Developments in Set Theory" (with Professor Jonathan D. Lubin).

Philosophy

Kenneth E. Gale '64, "Recent Philosophical and Scientific Writing on Evolution" (with Professor Edward Pols).

Physics

Charles E. Metz '64, "Dynamic Measurements of Elastic Constants of Plastic Materials" (with Professor Robert A. Walkling).

Psychology

William L. Hughes, Jr. '64, "Cross-Validation of Anxiety Indices in Projective Drawings" (with Professor Lloyd D. Fernald, Jr.).

Romance Languages

Leonidas D. Condylis '64, "The Influence of Luigi Pirandello's Theater on the French Anti-Novel Movement" (with Professor Gerald Kamber).

Sociology

David L. Bayer '64, "The Effect of Homogeneous Groupings on Self Evaluation: An Investigation of an Educational System" (with Professor Eugene C. Royster).

Stephen D. London '64, "Social Welfare and Social Insurance: Variables Influencing the Attitudes of High School Students" (with Professor Eugene C. Royster).

The Alfred O. Gross Fund

This fund, established by Alfred Otto Gross, Ph.D., Sc.D., Josiah Little Professor of Natural Science, Emeritus, and members of his family, is designed to assist worthy students in doing special work in biology, preferably ornithology. Income from the fund may be used for such projects as research on Kent Island, travel to a given region or library for particular work, purchase of special apparatus, attendance at an ornithological congress or other scholarly gatherings, and publication of the results of research. Although the fund is administered by Bowdoin College, assistance from the fund is not limited to Bowdoin students.

Bowdoin Fathers Association Fund

A fund of $300, an annual gift of the Bowdoin Fathers Association, is awarded under direction of the President of the College to undergraduates or graduates to enable the recipients to participate in summer research or advanced study directed towards their major field or life work.

Degrees Conferred in August, 1962

MASTER OF ARTS

Joseph Andrew
John Harvey Beebe
Harold Ellra Brown
Clarence Edward Butler
Melvin Floyd Casler
Bernice Springer Engler
Jascha Ladamir French
Alvin K. Funderburg
Ralph Wessenger Hilton
Clifford Gardner Holden
Karl Solomon Kalman
William Robert Lombard
Elmore Don Lundgren
Carolyn Myrtis Mann
Walter Rubin
Aaron Shapiro

Degrees Conferred in June, 1963

BACHELOR OF ARTS

*Wayne Thomas Adams
*Andrew Laing Allen
*Park West Allen II
Michael Lawrence Altman
*Charles Elton Anderson
Wayne Gamage Anderson '59
Anthony Frederick Antolini
Robert Rowe Armstrong
John Nelson Arnold
Robert Ellis Bachman
David Loomis Bartlett
William Harvey Beekley '62
William Joseph Berghoff
Walter Edward Berry
‡Aldino Paul Berte, Jr.
Peter Frederick Best
William Joseph Bisset
Donald Allen Bloom
Jonathan Alan Botelho
*James Holland Bradner, Jr.
Sidney Robert Branson, Jr.
*Samuel George Bridge, Jr.
Kenneth Arthur Briggs
Paul Henri Brodeur
Joseph John Brogna, Jr.
*Donald Edward Brown
Ralph Frederick Brown, Jr.
William Frederick Brucksch III
Michael Francis Buckley '62
*Dexter David Bucklin '62
Arthur Montgomery Burton, Jr.
Robert Throckmorton Chaffee '62
*William Edwards Chapman II
Frank Robert Ciaccio
Philip Robert Pires Coelho
Daniel Joseph Cohen '62
David Stuart Collins
*James Harold Coots
Steven Howard Crabtree
Richard Clark Cunningham
Samuel Wright Cushman
Michael Peter Day
Peter Kingston Deeks
Frank Arthur de la Fe
David Joseph DeMoss
David Thurston DeVivo '62
†Louis Theodore Dorogi
John Francis Dowling, Jr. '59
Robert Merrill Duncan, Jr. '62
Stephen Barrie Eller '62
*Richard Charles Engels
Richard Sheldon Farr
Robert Carl Fay
Terry Yale Feiertag
Peter Roy Finn
Charles Fobes Flagg, 2nd
Stanley Richard Flagg
Robert Hudson Ford
Donald Austin Fowler, Jr.
Joseph Palmer Frary '61
*Robert Martin Friedman
Bruce Wesley Frost
Gotthard Karl Rudolf Galinsky
William Stephens Geffine, Jr.
Thomas Joseph Giacobbe
Jon Michael Gibney
Mark Eldar Goldberg
John Sanders Goldthwait
*Joseph Stuart Gordon
*John Archer Graustein
Peter Bradford Greene
Peter Hanan Grossman
Burton Nelson Haggett, Jr.
Donald Stephen Hall '60
†William Dennis Halloran II

John William Halperin
Timothy Mitchell Hayes
Lawrence Joseph Hickey
William Harvey Higgins
Stevens Woods Hilyard '62
Joel Glen Howard '59
Paul David Hubley
Phillip Charles Hurley
Frank Stanley Janas
Barrett Eugene Jenkins
Leonard Edlind Johnson, Jr.
Mitchell Arthur Kalpakgian
James Edward Keeley
Isy Benoit Keroub
Peter Thomas Kilgore
*Lewis Frederick Knudsen, Jr.
Leslie Earle Korper II
Gerald Krasker
William Albert Kruse
Marcel Adrien Labbe
John Arthur LaCasse
*Samuel Appleton Ladd III
Charles Frederic Lanigan '61
William Winlock Lannon
*Charles Perkins Leach '62
Bruce Nelson Leonard
Jules Morris Lerner
*Howard Alan Levine
Gerald Bernard Levinson
Norman Louis Levy '57
Charles Na Li
*Lawrence Michael Lippman
Bruce Wendell McGray
*Joseph Hamilton McKane
Powers Llewellyn McLean '59
James Edward MacMichael
Robert Mallory IV
Henry Arthur Martin, Jr.
John Kennard Martin
William Robert Mason III
John Park Meader
†William Paul Menz
Alan Edward Merdek
†John Martin Merrill
Charles Judd Micoleau
Lawrence Whitfield Miller
Jeffrey Allan Milliken '62
*Stephen Edward Moore
Richard Clayton Mudge
Blaine Gregory Murphy
Albert Frederick Nagel
William Gray Nash
*Frederic Soper Newman, Jr.
*Frank Al Nicolai
Jonathan Clark Oldham '61
Robert Hulme Page
Bruce Edmund Parker
Anthony Martin Paul '62
Charles William Petersen
Robert Harry Plummer
John Denny Potter, Jr.
Richard Charles Pratt
Thomas George Prior '62
*Richard Roland Proulx
Paul Michael Quinlan
James Daniel Rancourt
Allan Russell Raymond
Joel Marvin Reck
*David William Reed
James Farrin Reynolds
John William Reynolds '61
Raymond Joseph Ricciardi
William Louis Rice
Michael David Richmond
John Melville Ridlon
Edward Paul Rindler
William Brian Rines
Norman William Robinson
*Francis Goodwin Ronan
Stephen Neal Ross
Peter Mark Royen
John Robert Russel
Stephen Fredric Russey
Alan Lewis Schiller
Louis Winn Schwartz
Charles Russell Shea

Robert Louis Simon
Brian Blaisdell Smith
*George Augustus Smith
John Stewart Snyder, Jr.
Robert Jay Snyder
Edward Lewis Spalding, Jr.
Andrew Oliver Steinberg
*Roderic Alan Stevenson
Phillip Alexander Stone
Robert Sweeney
*Dana Royden Sweet
Kelvin Lloyd Taylor
Curtis Adair Tilton '62
Alan Richard Titus '62
*William Owen Veitch
*Aurele Joseph Violette
John Nickerson Watters, Jr. '60
Michael Winters Whalon
William Charles Whit
Robert Bruce White
*George Merrill Williams
Richard Lee Winslow
Barry Neal Wish
David Carl Wollstadt
*Gary Akiyoshi Yamashita
John Winthrop Yates
Alan Mitchel Zamore

* Commissioned Second Lieutenant, United States Army Reserve, June 1963.

† Commissioned Second Lieutenant, Regular Army of the United States, June 1963.

‡ To be commissioned Second Lieutenant, United States Army Reserve, upon completion of 1963 Army ROTC Summer Camp.

MASTER OF ARTS

Earl Michael Lakata Beard
Robert Bryant Hanson
George John Langbehn
Leonard Theodore Nelson, Jr.
James Theodore Rowe
Lee Alexander Stevens

RECIPIENTS OF HONORARY DEGREES

Doctor of Humane Letters

Mary Louise Curtis Zimbalist

Doctor of Laws

Lloyd DeWitt Brace
Charles Austin Cary
Roswell Leavitt Gilpatric

Doctor of Letters

Herbert Ross Brown

Doctor of Science

Elton Randolph Blaisdell

Master of Arts

Claude LeRoy Allen, Jr.
Paul Kendall Niven

Appointments, Prizes, and Awards

PHI BETA KAPPA ELECTIONS

Class of 1963

Jonathan Alan Botelho
Samuel Wright Cushman
Gotthard Karl Rudolf Galinsky
Timothy Mitchell Hayes
Charles Na Li
Lawrence Edward Lifson
Frank Al Nicolai
John Robert Russel
Aurele Joseph Violette

Class of 1964

Geoffrey Williams Chapman
William Lester Hughes, Jr.
Charles Edgar Metz
William Chesley Rounds
Steven Jeffrey Weiss

HONORARY APPOINTMENTS, June 15, 1963

Magna cum laude

Jonathan Alan Botelho
Samuel Wright Cushman
Gotthard Karl Rudolf Galinsky
Timothy Mitchell Hayes
John Robert Russel
Aurele Joseph Violette

Cum laude

David Stuart Collins
Frank Arthur de la Fe
Stanley Richard Flagg
John Archer Graustein
Peter Hanan Grossman
Burton Nelson Haggett, Jr.
Jules Morris Lerner
Charles Na Li
John Park Meader
Frank Al Nicolai
Anthony Martin Paul '62
Paul Michael Quinlan
Joel Marvin Reck
Robert Sweeney
Kelvin Lloyd Taylor
Richard Lee Winslow

Honors in Subjects and Titles of Theses

Art: *Honors,* John Sanders Goldthwait, *The Development of the Bar Harbor Style: 1870-1960.*

Biology: *Highest Honors,* Bruce Wesley Frost, *Studies on the Marine Plankton of Casco Bay.*

John Robert Russel, *Studies on the Maintenance of Calcium Homeostasis in* Lebistes Reticulatus.

Louis Winn Schwartz, *A Light-Induced Eclosion Rhythm in* Drosophila.

High Honors, Phillip Alexander Stone, *Regeneration of the Calvarium in Normal, Sodium Fluoride-Treated and Parathyroid Extract Treated Chicks.*

Honors, Jules Morris Lerner, *Studies on the Development of the Menhaden* (Brevoortia Tyrannus) *Ear.*

CHEMISTRY: *Honors,* Samuel Wright Cushman, *A Study of Enzymatic Debridement of Burn Eschar.*

Richard Lee Winslow, *A Study of Alpine Plants as Sources of New Alkaloids.*

CLASSICS: *Highest Honors,* Gotthard Karl Rudolf Galinsky, *Manilius as a Stoic Poet.*

ECONOMICS: *Honors,* David Stuart Collins, *The Economic Basis for Political Federation Among Members of the Conseil de l'Entente.*

Joel Marvin Reck, *The Mobilization of Foreign Capital in Israel.*

Kelvin Lloyd Taylor, *Organized Labor in Maine.*

ENGLISH: *High Honors,* John Park Meader, *Man That Is In Honor* (A novel).

Honors, William Winlock Lannon, *Restoration Comedy: The Style of Wit.*

Henry Arthur Martin, Jr., *A Study of Chaucer's* Troilus and Criseyde.

FRENCH: *High Honors,* Jonathan Alan Botelho, *Jean-Paul Sartre and the Philosophic Problem of Human Relations.*

GERMAN: *Honors,* Robert Sweeney, *The Ideology of Leonhard Frank.*

GOVERNMENT: *Honors,* Wayne Thomas Adams, *The Civil Status of the Maine Indian Tribes: A Legislative History.*

Frank Arthur de la Fe, *The Cuban Revolution: A Re-evaluation of Premises.*

Donald Austin Fowler, Jr., *New Hampshire, 1962: An Analysis of an Election in a Modified One-Party System.*

Peter Hanan Grossman, *The Political Thought of Reinhold Niebuhr.*

James Farrin Reynolds, *Constitutional Development and the Problems of Democracy in Sierra Leone.*

HISTORY: *High Honors,* Norman Louis Levy '57, *The Curtain of Silence: Franklin Roosevelt and the Wagner Act.*

Charles William Petersen, *Volunteers for Hitler: Utilization of Volunteer Manpower from the Allied and Occupied Countries in the German Army and Combat-SS.*

Aurele Joseph Violette, *United States Views of the Peace Settlement in Eastern Europe during World War II.*

Honors, Terry Yale Feiertag, *The United States Senate—A Theory of Power.*

Bruce Wendell McGray, *Shipbuilding in Sixteenth- and Seventeenth-Century Maine.*

Allan Russell Raymond, *Benjamin F. Butler—1882 to 1884.*

Edward Paul Rindler, *American Expeditions to the Arctic Prior to Peary.*

Dana Royden Sweet, *The Marshall Mission to China.*

Michael Winters Whalon, *The Reich Concordat of 1933.*

MATHEMATICS: *High Honors,* Charles Na Li, *Analytic Functions and Singularities.*

Robert Harry Plummer, *Differential Geometry.*

MUSIC: *High Honors,* Robert Jay Snyder, *Original composition, Orchestration, Organization of Orchestra, and Director of a Jazz Symphony in three movements with historical and analytical notes.*

PHILOSOPHY: *High Honors,* Anthony Martin Paul '62, *Some Aspects of the Philosophy of Ludwig Wittgenstein.*

Honors, Joseph Palmer Frary '61, *Recollection in the Philosophy of Gabriel Marcel.*

PHYSICS: *Honors,* Stanley Richard Flagg, *The Hall Coefficient and Electron Mobility in Thin Films of Gold.*

Timothy Mitchell Hayes, *An Extension of the Theory of the Reflection of Sound from a Rigid Corrugated Surface for Small Angles of Incidence.*

James Daniel Rancourt, *The Hall Effect in Thin Films of Bismuth.*

PSYCHOLOGY: *Honors,* Burton Nelson Haggett, Jr., *Authoritarian Rigidity and Perceptual Task Performance.*

Paul Michael Quinlan, *Rorschach Anxiety Signs and Quantitative Expectancies on the Plate Z Test.*

SOCIOLOGY: *High Honors,* Charles Judd Micoleau, *The Response of the College Freshman to His Educational Environment.*

AWARDS

CHARLES CARROLL EVERETT SCHOLARSHIP: Aurele Joseph Violette.

GUY CHARLES HOWARD SCHOLARSHIP: Timothy Mitchell Hayes.

O'BRIEN GRADUATE SCHOLARSHIPS: Frank Arthur de la Fe, Stanley Richard Flagg.

DANFORTH GRADUATE FELLOWSHIP: Charles Na Li.

WOODROW WILSON NATIONAL FELLOWSHIP: Jonathan Alan Botelho.

BROWN MEMORIAL SCHOLARSHIPS: Peter Thomas Kilgore, William Maxwell Pennell II '65, John Louis Esposito '66.

ALTERNATE COMMENCEMENT SPEAKER: John Park Meader.

GOODWIN COMMENCEMENT PRIZE: Charles Na Li.

ALMON GOODWIN PHI BETA KAPPA PRIZE: Geoffrey Williams Chapman '64.

GEORGE WOOD MCARTHUR PRIZE: Aurele Joseph Violette.

LEONARD A. PIERCE MEMORIAL PRIZE: Joel Marvin Reck.

ANDREW ALLISON HALDANE CUP: Gary Akiyoshi Yamashita.

LUCIEN HOWE PRIZE FOR HIGH QUALITIES OF GENTLEMANLY CONDUCT AND CHARACTER: Wayne Thomas Adams.

COL. WILLIAM HENRY OWEN PREMIUM: Anthony Frederick Antolini.

FRANKLIN DELANO ROOSEVELT CUP: David Lewis Bayer '64, Philip Herman Hansen III '64.

CLASS MARSHAL: Frank Al Nicolai.

COPELAND-GROSS BIOLOGY PRIZE: Louis Winn Schwartz.

AMERICAN INSTITUTE OF CHEMISTS — STUDENT MEDAL: Samuel Wright Cushman.

PHILIP W. MESERVE CHEMISTRY PRIZE: Sanford Philip Markey '64.

NATHAN GOOLD CLASSICS PRIZE: Gotthard Karl Rudolf Galinsky.

NOYES POLITICAL ECONOMY PRIZE: John Kennard Martin.

BROWN EXTEMPORANEOUS ENGLISH COMPOSITION PRIZES: 1st: James Holland Bradner, Jr.; 2nd: Frank Robert Ciaccio.

HAWTHORNE PRIZE: John Park Meader.

PRAY ENGLISH LITERATURE PRIZE: William Winlock Lannon.

MARY B. SINKINSON SHORT STORY PRIZE: John Park Meader.

BERTRAM LOUIS SMITH, JR., PRIZE IN ENGLISH LITERATURE: David Clifton Walker '64.

FORBES RICKARD, JR., POETRY PRIZE: David Clifton Walker '64.

EDGAR O. ACHORN DEBATING PRIZES: 1st: Peter Howard Aranson '65; 2nd: Robert Bruce McOsker '66; Team Award: Peter Howard Aranson '65, Barry Curtis Hawkins '65.

DEALVA STANWOOD ALEXANDER DECLAMATION PRIZES: 1st: Raymond Edward Lapine '66; 2nd: Robert Joseph Alexander '66.

BRADBURY DEBATING PRIZES: First Team: Frank Robert Ciaccio, Mark Eldar Goldberg; Second Team: Robert Mason Farquharson '64, Philip Lee Swan '64.

CLASS OF 1868 PRIZE IN ORATORY: Frank Robert Ciaccio.

HILAND LOCKWOOD FAIRBANKS PRIZES IN PUBLIC SPEAKING: *(English 3-4)* Robert John McCoy '66; *(English 5)* Aldino Paul Berte, Jr., Steven Richard Siegel '65; *(English 6)* Charles Augustus Wheeler, Jr. '64.

WILMOT BROOKINGS MITCHELL DEBATE TROPHY: Theta Delta Chi Fraternity.

STANLEY PLUMMER PRIZE IN PUBLIC SPEAKING: James Stephen Rice '62.

GOODWIN FRENCH PRIZE: Richard Edward Beaupre '66.

EATON LEITH FRENCH PRIZE: Kenneth Edward Gale '64.

CHARLES HAROLD LIVINGSTON HONORS PRIZE IN FRENCH: Jonathan Alan Botelho.

SEWALL GREEK PRIZE: John Michael Barnes '65.

CLASS OF 1875 PRIZE IN AMERICAN HISTORY: Norman Louis Levy '57.

HANNIBAL HAMLIN EMERY LATIN PRIZE: Gotthard Karl Rudolf Galinsky.

SEWALL LATIN PRIZE: Richard Damon Cobb '65, Richard Francis Sims, Jr. '65.

EDWARD SANFORD HAMMOND MATHEMATICS PRIZE: Robert Harry Plummer.

SMYTH MATHEMATICAL PRIZE: Steven Kenyon Ingram '65.

SUE WINCHELL BURNETT PRIZE IN MUSIC: Anthony Frederick Antolini, Robert Jay Snyder.

SUMNER I. KIMBALL PRIZE FOR EXCELLENCE IN NATURAL SCIENCES: Samuel Wright Cushman.

EDWIN HERBERT HALL PHYSICS PRIZE: Carl Douglas Hopkins '66.

PHILO SHERMAN BENNETT PRIZE FOR BEST ESSAY ON PRINCIPLES OF FREE GOVERNMENT: Wayne Thomas Adams.

JAMES BOWDOIN CUP: Geoffrey Williams Chapman '64.

ORREN CHALMER HORMELL CUP: William Howard Lynch '65.

MASQUE AND GOWN ONE-ACT PLAY PRIZES: *(Playwriting)* 1st: Frank Robert Ciaccio; 2nd: Richard Sheldon Farr; *(Acting)* Anthony Martin Paul '62; *(Directing)* James Alexander Houlding '64; *(Designing)* Steven Jeffrey Weiss '64.

ABRAHAM GOLDBERG AWARD FOR DIRECTING: William Winlock Lannon.

ALICE MERRILL MITCHELL AWARD FOR ACTING: William Winlock Lannon.

QUILL PRIZE: Foster Stone Davis, Jr. '62.

THE PERSHING-PRESNELL SWORD: Gary Akiyoshi Yamashita.

THE GENERAL PHILOON TROPHY: William Paul Menz.

RESERVE OFFICER TRAINING AWARDS: William Dennis Halloran II, Lewis Frederick Knudsen, Jr., Frank Al Nicolai, Gary Akiyoshi Yamashita, Geoffrey Williams Chapman '64, John Robert Hill '64, Robert Braxton Jarrett '64, Nathan Dane III '65, Steven Clarence Leonard '65, James Madison Lister '65, Berle Mark Schiller '65, Edwin Dewey Bell '66, James Edward Blanford '66.

DISTINGUISHED MILITARY GRADUATES

Louis Theodore Dorogi
Richard Charles Engels
William Dennis Halloran II
Lewis Frederick Knudsen, Jr.
William Paul Menz
John Martin Merrill
Stephen Edward Moore
Frank Al Nicolai
Aurele Joseph Violette
Gary Akiyoshi Yamashita

JAMES BOWDOIN SCHOLARS

1962-1963

Anthony Frederick Antolini '63
Jonathan Alan Botelho '63
Charles Bruce Brown, Jr. '65
Walter Webb Carson '65
Geoffrey Williams Chapman '64
Thomas Charles Chase '65
Samuel Wright Cushman '63
Peter Winslow Elliott '64
Richard Charles Engels '63
Stanley Richard Flagg '63
Louis Arthur Fourcher '65
Robert Stephen Frank, Jr. '64
Joseph Palmer Frary '61
Gotthard Karl Rudolf Galinsky '63
Paul Jay Godt '65
John Archer Graustein '63
Burton Nelson Haggett, Jr. '63
Timothy Mitchell Hayes '63
Kermit Bennett Howe, Jr. '64
William Lester Hughes, Jr. '64
Donald John Krogstad '65
Paul Harold Lapointe '65
Clayton Roy Lewis, Jr. '65
Charles Na Li '63
James Madison Lister '65
William Howard Lynch '65
Sanford Philip Markey '64
Charles Edgar Metz '64
Frank Al Nicolai '63
Fredrick Kent Orkin '64
John Steven Osterweis '64
Anthony Martin Paul '62
Lawrence Lee Pelletier, Jr. '64
Jeffrey Robert Prince '65
Paul Michael Quinlan '63
Gerald Fred Rath '65
Jonathan Carl Raymond '65
Joel Marvin Reck '63
William Chesley Rounds '64
John Robert Russel '63
Clayton Henry Shatney '65
David Malcolm Shenker '64
Robert Jay Snyder '63
Kelvin Lloyd Taylor '63
Charles Clark Truesdell '65
Aurele Joseph Violette '63
David Clifton Walker '64
Steven Jeffrey Weiss '64
Richard Lee Winslow '63

RECIPIENTS OF THE JAMES BOWDOIN AWARD OF BOOKS, 1962

Geoffrey Williams Chapman '64
Aurele Joseph Violette '63
David Clifton Walker '64

ALUMNI FUND SCHOLARS

Class of 1967

John Victor Bonneau
Patrick Stephen Conroy
Richard Barry Cool
Andrew Joseph Cornella
Philip John Coupe
Robert Waters Dakin
Peter James Dickson
Morgan Kennedy Grover
Jon Aubrey Hageseth
Thaddeus John Keefe III
Kevin Michael Kelaher
Geoffrey Charles Kollmann
Frederick James Kukiel
David Paul McNabb
Dennis Paul McNabb
Raymond Colby Matthews, Jr.
William Alan Mills
Peter George Pappas
William Kenneth Poirot
Carl John Puglia
Wilson Emerson Smith
Joseph David Titlow
Joseph Vincent Vumbacco
Harvey Bernard Wheeler
Max Kurt Willscher

ADRIEL ULMER BIRD SCHOLAR

Bruce John MacLean '67

BOWDOIN COLLEGE MERIT SCHOLARS

Class of 1967

Arlan Frank Fuller, Jr.
Gary Douglas Graham
Michael Duane Harmon
Joseph Alleman Hartswick
George Calvin Mackenzie
Anthony LeRoy Moulton
Robert Ernest Starrett

BOWDOIN SCHOLARS

Class of 1967

Donald Phillip Carlin
Peter Rowe Merry
William David Mone
Judd Robbins

BOWDOIN FATHERS ASSOCIATION SCHOLAR

John Paul Ranahan '67

GENERAL MOTORS SCHOLARS

Alan Dwight Ayer '66
Michael Paul Drees '65
David Frederic Huntington '67
Frederick Meers Loxsom '64
James Edward Blanford '66 (National Award)

JOHN JOHNSTON SCHOLAR

Richard Steven Pike '67

WOOLF PEIREZ SCHOLAR

Christopher Dore Kent '66

PROCTER & GAMBLE SCHOLARS

Mark Edwin Christie '66
Sheldon Mayer Krems '67
Hardy John Margosian, Jr. '66

WAYNE SIBLEY SCHOLAR

Michael Henry Bothner '66

ALFRED P. SLOAN FOUNDATION SCHOLARS

Douglas Chapin Bates '66
Peter Ray Beaven '66
Richard Edward Black '64
Richard Paul Caliri '67
Richard William Hoen '67
Paul Harold Lapointe '65
Charles Edgar Metz '64
Charles Clark Truesdell '65

STATE OF MAINE SCHOLARS

Class of 1967

Douglas Paul Dionne
Wayne Leslie Hall
Peter Lee Hanson
Robert Ernest Levasseur

WILLIAM BINGHAM, 2ND, SCHOLAR

Michael George Walker '66

BOYS' ATHLETIC LEAGUE SCHOLAR

Frank Martin Drigotas, Jr. '64

CARLETON S. CONNOR MEMORIAL SCHOLAR

Kermit Bennett Howe, Jr. '64

ELSE H. COPELAND SCHOLARS

John Alexander Doig '65
Robert Cullen Osterhout '64
Thomas Norman Tom '64

MANTON COPELAND SCHOLAR

Philip Douglas Walls '64

DELAWARE SCHOLARS

John Anthony Gibbons '64
Rodney Stephen Peddrick '63

DODGE FUND SCHOLAR

Philip Herman Hansen III '64

EMMA JANE EATON SCHOLAR

John Alan Pope '64

EMERY SCHOLAR

Frederick Francis Yanni, Jr. '64

KLING SCHOLARS

Stephen Paul Beale '64
David Clifton Walker '64

KNOX SCHOLARS

Michael Walter Bennett '67
Enoch Pope Jordan III '67

EDWARD KAVANAUGH LEIGHTON SCHOLARS

Christopher Temple Emmett '65
Jeffrey Forrest Huntsman '64
Raymond Lee Reed '66
Richard Francis Sims, Jr. '65
Ralph Philbrook Stone '64
William August Wieners '67

LUBEC SCHOLAR

Gregory Leonard Walston '67

HOYT A. MOORE SCHOLARS

Elmer Lawrence Beal, Jr. '65
Leonard John DeMuro, Jr. '66
John Maurice Emery '67
Donal Brian Murphy '66
George Robert Trask '65

NATIONAL MERIT SCHOLARS

Thomas Hodge Allen '67
William Chesley Rounds '64
Robert Mansfield Saunders '67
Frank James Tonge '67

PRESSER FOUNDATION SCHOLAR

Edward Rideout Greene '65

SHUMWAY SCHOLARS

David Lewis Bayer '64
David Michael Cohen '64
David Turner McDowell '64
Joseph William Zilinsky '64
Thomas John Zilinsky '65

ALFRED P. SLOAN FOUNDATION SCHOLARSHIP AND LOAN SCHOLARS

James Francis Reis '64
John Harrison Welwood '64

JOHN G. STETSON SCHOLAR

John Hill Coggins '66

THOMPSON SCHOLARS

James Frederick Day '66
David Albert Fortier '66
Edward Rideout Greene '65

TILLOTSON SCHOLAR

Elmer Lawrence Beal, Jr. '65

TRAVELLI SCHOLARS

Hector Romeo Arbour '66
Bruce Arthur Burton '67
Frank Martin Drigotas, Jr. '64
Charles Henry Gray, Jr. '66
Bruce Martin Lutsk '64
Edward Scott Partridge '67
Ralph James Poirier '67
Gerald Fred Rath '65
Peter Leonard Seery '64
Philip Douglas Walls '64

U. S. CAREER MERIT SCHOLAR

Fred Elmore Haynes III '67

WINTHROP SCHOLAR

David George Millay '67

ASPAU SCHOLARS

(African Scholarship Program of American Universities)

Ibukun Akinduro '67 (Nigeria)
Onyeonoro Secundus Kamanu '65 (Nigeria)
Andrew John Seager '66 (Bechuanaland)

BOWDOIN PLAN SCHOLARS

1963-1964

Erik Johan Asplund (Sweden) ΣN
Friŏgeir Björnsson (Iceland) KΣ
Mehmet Kemal Cakman (Turkey) XΨ

Ji Hong Chang (Korea) ΒΘΠ
Pietro Beneventano del Bosco (Italy) ΑΔΦ
Hans Johan Edvard Hede (Sweden) ΨΥ
Kuo-chu Hua (Taiwan, China) ΔΣ
Hiroshi Ohishi (Japan) ΑΡΥ
Carlos Manuel Rojas Ramos (Costa Rica) ΖΨ
Carlos Fernando Somaini (Argentina) ΔΚΕ
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Sang Il Tong (Japan) ΘΔΧ

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AND
THE ALUMNI FUND

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Term expires in 1965
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Winthrop B. Walker '36
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Term expires in 1967
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Term expires in 1965
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Term expires in 1967
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Alumni Secretary
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Other Council Members are the representatives of recognized local Alumni Clubs.

The officers of the Alumni Council are ex officio the officers of the Bowdoin College Alumni Association. The Council Members at Large, the Directors of the Alumni Fund, the Faculty Member, the Treasurer, the Secretary of the Alumni Fund, and the Alumni Secretary serve as the Executive Committee of the Council and of the Association.

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One of the principal sources of both endowment and income in recent years has been the Alumni; and the Alumni Fund, inaugurated in 1869 and reorganized in 1919, has contributed $1,542,119 for the capital needs of the College and a further sum of $1,928,850 for current expenses.

Name of Fund	*Donor or Source*
DeAlva Stanwood Alexander	DeAlva Stanwood Alexander, 1870
Royal H. Bodwell, 1901	Guy P. Gannett and G. E. Macomber
Bion Bradbury, 1830, Albert Williams Bradbury, 1860, and Charles Freeman Libby, 1864	Mrs. Charles F. Libby
John Marshall Brown, 1860	Mrs. Harold L. Berry, Violetta Berry, Martha Berry, and Mrs. Herbert Payson
Clarence B. Burleigh, 1887	Edgar L. Means, 1887
Donald Campbell Clark, 1884	Mrs. Donald Clark
James Crosby, 1884	Mrs. Allan Woodcock
Miss L. Augusta Curtis	Mrs. William J. Curtis
Dr. Jotham Donnell, 1836	William C. Donnell and Jotham Donnell Pierce
Kimball Fisher, 1924	Mrs. William H. Fisher
Enoch Foster, 1864, and Robert C. Foster, 1901	Mrs. Sarah W. Foster

Name of Fund	*Donor or Source*
Dr. Frederic Henry Gerrish, 1866	Mrs. Frederic H. Gerrish
Leonard Gibson, 1914	Mrs. C. S. Brown
H. P. Godfrey	Mrs. Abbie P. Godfrey
Clarence Hale	Clarence Hale, 1869
Charles Boardman Hawes, 1911	Mrs. Charles B. Hawes
Benjamin W. Hewes, 1875	Mrs. Frederick A. Powers
Lizzie J. Hicks	James E. Hicks, 1895
Ella M. Ingraham	William M. Ingraham, 1895
Howard R. Ives, 1898	Mrs. Howard R. Ives, Howard R. Ives, Jr., and Charles L. Ives
George Edwin Bartol Jackson, 1849	Margaret T. White and Elizabeth D. Merrill
Sarah Orne Jewett and William DeWitt Hyde	Margaret B. Morton
George B. Kenniston, 1861	Austin H. MacCormick, 1915
George W. McArthur, 1893	Lena B. McArthur
James Thomas McCobb, 1829	Harriet S. and Mary S. McCobb
Frances McKeen	Margaret B. Morton
George B. Merrill, 1876, and Ferdinand B. Merrill, 1881	Eva M. Conant
Eugene T. Minott, 1898	Alice and Abbie Minott
Dr. Alfred Mitchell, 1859	Dr. Alfred Mitchell, Jr., 1895
Galen C. Moses, 1856	Mrs. Emma H. Moses
Franklin C. Payson	Franklin C. Payson, 1876
George S. Payson, 1880	Mrs. George S. Payson
Henry S. Payson, 1881	Mrs. Alexander Gordon and Mrs. Henry M. Payson
Richard C. Payson, 1893	Mrs. Richard C. Payson
Edward T. Pickard, 1910	Gertrude G. Pickard
Lewis Pierce, 1852	Henry Hill Pierce, 1896
Charles A. Ring, 1868	Mrs. Charles A. Ring
Mrs. Ernest A. Robbins	Cora A. Robbins
Charles W. Roberts, 1851	Jane P. Roberts
Franklin C. Robinson, 1873	Mrs. Franklin C. Robinson
Samuel Silsbee, 1837	Robina S. Smith
Parker P. Simmons, 1875	John S. Simmons, 1909, and Wallace M. Powers, 1904
Richard E. Simpson, 1914	Scott C. W. Simpson, 1903, and wife
Frank Eugene Smith, 1881	Mrs. Charles H. Gilman
Woodbury Dana Swan	Frank H. Swan, 1898, and wife

Name of Fund	*Donor or Source*
Henry W. Swasey, 1865	Mrs. Henry W. Swasey
Harold C. Trott, 1904	Mrs. Alfred Trott, 2nd
John Edwin Walker, Med. 1884	Mrs. John E. Walker
George Webster, 1859	Mary L. Webster
Frank J. Weed, 1907	Mrs. Harriet A. Weed
Paul L. White, 1914	Mrs. Paul L. White
Franklin A. Wilson, 1854	Caroline S. Wilson
Virgil C. Wilson, 1880	Harry Wilson
Earl Wood, 1892	Mr. and Mrs. Charles H. Wood
Malcolm S. Woodbury, 1903	Mrs. Malcolm S. Woodbury
Cyrus Woodman, 1836	Mary Woodman

THE ALUMNI SERVICE AWARD

First established in 1932 as the Alumni Achievement Award and changed in name to the Alumni Service Award in 1953, this award is made annually to the man who, in the opinion of his fellow alumni, as expressed by the Alumni Council, best represents the alumnus whose services to Bowdoin most deserve recognition.

The recipients for the last ten years have been:

1954	Kendrick Burns '14
1955	Cloyd E. Small '20
1956	Leland W. Hovey '26
1957	John W. Leydon '07
1958	Seward J. Marsh '12 and Malcolm E. Morrell '24
1959	S. Sewall Webster '10
1960	Charles A. Cary '10
1961	Frederick W. Willey '17
1962	William D. Ireland '16
1963	John C. Pickard '22

ALUMNI RECORD

The College wishes to have the most complete record possible of the addresses, occupations, and public services of its alumni. It solicits information in regard to these points as well as to matters appropriate to the *Bowdoin Alumnus,* the bimonthly alumni magazine published at the College.

Communications should be addressed to the Alumni Secretary, Getchell House, Brunswick, Maine. Alumni are particularly urged to keep the Alumni Office informed of any changes of address.

Index

ABRAXAS AWARD, 202-203
Academic Calendar, ix-xii
Accident and Medical Insurance, 52
Activities, Extracurricular, 184-190
Activities Fee, 51
Adams Hall, 41
Administrative Officers, 36-38
Administrative Offices and Office Hours, 50
Admission to College, 53-59
  Application Procedure, 56-58
  by Examination, 54-55
  Fee for Admission, 57
  Interviews, 55
  Prematriculation Scholarship Procedure, 59
  School Statement, 55
  Secondary School Studies, 53-54
  to Advanced Standing, 58
  to Special Standing, 59
  Writing Sample, 55
Aid, Financial, 60-78
  Alphabetical List of General Scholarships, 64-75
  Basis of Award, 60-61
  General Scholarships, 61-62
  Graduate Scholarships, 76-77
  Prematriculation Scholarships, 62-64
  Student Loan Funds, 77-78
Alumni, Total Number Living, 52
Alumni Associations and Clubs, 224-227
Alumni Council, 223
Alumni Fund, 227-229
  Directors of, 223
  Scholars, 218
  Scholarships, 63
Alumni Organizations, 224-227
Alumni Record, 229
Alumni Service Award, 229
  Recipients of, 229
Alumnus, Bowdoin, 229
Anthoensen Collection, 161, 171
Appleton Hall, 40
Appointments, Prizes, and Awards, 211-222
Arctic Museum, 42
Army Map Collection, 161-162
Art, Courses in, 94-97
Art Building, Walker, 41
  Notable Collections in, 167-168
  Student Loan Collection, 168
Astronomy, Courses in, 97-98
Athletic Fields
  Pickard Field, 43
  Whittier Field, 42
Athletics
  Beginnings of, 10
  Intercollegiate, 190
  Intramural, 190
Automobiles, Regulation of, 52

BANISTER HALL, 41
Biblical Literature, Courses in, 149-150
Bills, College, 50-52
  Plans for payment, 50
Biology, Courses in, 98-101
Board, Cost of, 51
Board of Proctors, 188
Book Funds, 162-165
Botany, Course in, 100
Bowdoin, James, Earliest Patron, 3
  James Bowdoin Scholars, 217
  Private Library of, 161
Bowdoin, a Liberal College, 18-19
Bowdoin Book Awards, 204
  Recipients of, 217
Bowdoin *Bugle,* 188
Bowdoin Christian Association, 189
Bowdoin College, Historical Sketch of, 1-17
Bowdoin Day, James, 204
Bowdoin Fathers Association, 14
Bowdoin Orient, 188
Bowdoin Plan, 186-187
  Scholars, 221-222

Bowdoin Polar Bear, Statue of, 47
Bowdoin Prize, 193
  Recipients of, 193
Bowdoin *Quill,* 188
Bowdoin Scholars, 217
Bowdoin Scholarships, 62
Bowdoin Scientific Station, 175
Bowdoin Women, Society of, 14
Bugle, The Bowdoin, 188
Buildings and Campus, 39-49
  Map of, 39
  Other Memorials, 46-49
Bureau for Research in Municipal Government, 172
Bursaries, 62

CALENDAR, ACADEMIC, ix-xii
California-Bowdoin Three-Two Plan, 92
Campus and Buildings, 39-49
  Map of, 39
  Other Memorials, 46-49
Capital Fund Campaign, 17
Catlin Path, 49
Center for Economic Research, 176
Center for Education in Politics, 173-174
Chapel, 40-41
  Attendance, 91
  Speakers, Sunday, 181-183
Charter, Excerpt from, 20
Chase Barn Chamber, 45
Chase Memorial Lamps, 48
Chemistry, Courses in, 101-104
Chimes, The College, 40-41
Class of 1875 Gateway, 46
Class of 1878 Gateway, 46
Class of 1886 Paths, 47
Class of 1895 Path, 47
Class of 1898 Bulletin Board, 46
Class of 1903 Gateway, 46
Class of 1909 Music Fund, 49
Class of 1909 Organ, 49
Class of 1910 Path, 47
Class of 1912 Polar Bear, 47
Class of 1916 Path, 47
Class of 1919 Path, 47
Class of 1924 Radio Station, 48, 189
Class of 1928 Faculty Research Fund, 204
Class of 1942 Cross, 48
Classes, Time and Place of, 94
Classics, Courses in, 104-107
  Greek, Courses in, 105-106
  Latin, Courses in, 106-107
Cloudman Fountain, 47
Coe, Dudley, Infirmary, 42
  Shumway Wing, 42
Coleman Hall, 40
Coles, James Stacy
  Administration of, 15-17
  Excerpt from Inaugural, 20
College, A Liberal, 18-19
College Bills and Fees, 50-52
College Board Tests, 54-55
College Entrance Examination Board, 54
College Scholarship Service, 58
Columbia-Bowdoin Combined Plan, 92
Commencement Appointments and Awards, 211-222
Commencement Play, 169
Commissions, Reserve, 157-159
Committees
  Faculty, 33-35
  Governing Boards, 24-25
Composition, Prizes in, 198-199
Comprehensive Examination, 84-85
Courses of Instruction, 94-156
Curricular Requirements, 79-93
  Freshman Year, 80
  Sophomore Year, 80-81
Curriculum, 79-93
Curriculum Committee, Student, 188
Curtis Memorial Organ, 41
Curtis Swimming Pool, 42

DANE FLAGPOLE, 48
Debating, 189
  Prizes in, 197-198
Declamation, Prizes in, 197-198
Deficiency in Courses, 91
  Fee for, 51

Degrees, Conferred in August, 1962, 207
  Conferred in June, 1963, 208-210
  Honorary, 210
  Requirements for, 81-85
  Total Number Conferred, 52
  Two-Degree Plan, 92-93
  With Distinction, 87
    Conferred in 1963, 211-214
Delta Sigma Lectureship, 178-179
Departmental Honors, 87
  Awarded in 1963, 211-214
Development Fund, Faculty, 204
Dining Accommodations, 184
Director of Student Aid, 60
Dormitories, 40
  Cost of Rooms, 51
Drama and Stagecraft, 168-169
  Prizes in Acting, 198-199
  Prizes in Playwriting, 199
Dudley, James Frederick, Classroom, 49

ECONOMIC RESEARCH, CENTER FOR, 176
Economics, Courses in, 108-111
Education, Courses in, 111-112
Employment, Part-time Student, 62, 191-192
Endowment, 52
English, Courses in, 112-116
English Literature, Courses in, 113-115
Entrance Examinations, 54-55
Examinations, 91
Expenses, College, 51-52

FACULTY, MEMBERS OF, 26-33
  Committees of, 33-35
Faculty Development Fund, 204
Faculty Research Fund, 204
Faculty Room, 40
Failure in Courses, 51, 91
Fees, 50-52
  Activities, 51
  Admission, 57
  Course Deficiencies, 51
  Room and Board, 51
  Tuition, 51
Fellows, Teaching, 33
Financial Aid, 59-78
Fine Arts, The, 167-171
  Art Collections, 167-168
  Drama and Stagecraft, 168-169
  Music, 169-170
  Printing and Typography, 171
Flagpole, Memorial, 46
Foreign Language, Requirements in, 80
  for Admission, 53
Fraternities, 186
French, Courses in, 150-152
Freshman Electives, 80
Freshman Requirements, 80
Fund, Sesquicentennial, 15

GARCELON AND MERRITT FUND, 77
Gardner Bench, 48
General Information, 50-52
General Scholarships, 64-75
Geology, Courses in, 116-118
German, Courses in, 118-120
Getchell House, 44
Gibson Hall of Music, 44
Gibson-Bird Electric Scoreboard, 42
Glee Club, 169-170, 188
Governing Boards, 21-25
Government and Legal Studies, Courses in, 120-124
Grades
  Method of computing, 91
  Required for first four Semesters, 91
  Required for first two Semesters, 91
  Required for Graduation, 82-83
  Required for Major Courses, 84-85
Graduate Scholarships, 76-77
  in Medicine, 77
  in the Arts and Sciences, 76-77
Grandstand, Hubbard, 42
Greek, Courses in, 105-106
Gross, Alfred O., Fund, 206
Gymnasium, New, 190
  Sargent, 42

HISTORICAL SKETCH, 1-17
History, Courses in, 124-129

Hockey Arena, 45
Honorary Degrees
  Conferred in 1963, 210
Honors in Subjects
  Awarded in 1963, 211-214
  Requirements for, 87
Hospital, 42
Hubbard Grandstand, 42
Hubbard Hall, 42, 160-162
Hyde, Thomas Worcester, Athletic Building, 42
Hyde, William DeWitt
  Administration of, 11-13
  Offer of the College, 20
Hyde, William DeWitt, Hall, 40

ILLUSTRATIONS, LIST OF, v
Independents, 186
Infirmary, Dudley Coe, 42
Information, General, 50-52
Institutes, Biennial, 179-180
Instruction, Courses of, 94-156
Interdepartmental Majors, 84
Interfraternity Singing Competition, 170
Italian, Courses in, 152

JAMES BOWDOIN DAY, 204
Johnson House, 45
Johnston Scholarships, 63

KELLOGG TREE, 48
Kent Island Scientific Station, 175

LATIN, COURSES IN, 106-107
Lectureships and Institutes, 177-183
Legal Studies and Government, Courses in, 120-124
Library, 160-166
  Army Map Collection, 161-162
  Book Funds, 162-165
  New Building, 165-166
  Rare Book Room, 160-161
Little Ponds Wildlife Sanctuary, 49
Living and Dining Accommodations, 184
Loan Funds, 77-78

MCKEEN, JOSEPH
  Administration of, 3
  Excerpt from Inaugural, 18
Maine Hall, 40
Major Course, 85
Major Examinations, 84-85
Major Requirements, 84-85
Major with Honors, 86-87
Majors and Minors, 84-85
Map Collection, 161-162
Masque and Gown, 168-169, 189
Massachusetts Hall, 40
M.I.T.-Bowdoin Degrees, 93
Mathematics, Courses in, 129-134
Matriculants, 52
Meddiebempsters, 169-170, 188
Medical Attendance, 52
  Accident and Medical Insurance, 52
Medical Scholarships, 77
Memorial Flagpole, 46
Memorial Hall, 41
  Pickard Theater in, 44
Memorials, 46-49
Military Graduates, Distinguished, 217
Military Science, Courses in, 134-137
Minors, 84
Moore Hall, 40
Moulton Union, 43, 184-186
  Coffin Murals in, 185
  Student Union Committee, 185-186
Municipal Government, Bureau for Research in, 172
Museum, Arctic, 42
Museum of Art, 41, 167-168
  Notable Collections in, 167-168
Music, Courses in, 137-140
  Concerts and Recitals, 170
  Glee Club, 169-170, 188

NATIONAL SCIENCE FOUNDATION INSTITUTES
  Academic Year, 134, 181
  Summer, 133, 180-181

OAKES CENTER, 45, 181
  Speech Workshop, 181
  Summer Lectures, 181

Observatory, 41
Offer of the College, 20
Office Hours, 50
Officers of Administration, 36-38
Officers of Government, 21-25
Officers of Instruction, 26-35
Offices and Office Hours, 50
One-Act Play Contest, 169
Organ, Curtis Memorial, 41
Organizations, Alumni, 223-229
Orient, The Bowdoin, 188
Outing Club, 190
Overseers, Board of, 22-24
  Method of Election, 2

PACKARD, ALPHEUS SPRING, GATEWAY, 47
Peucinian Cup, 203
Peucinian Room, 48
Phi Beta Kappa, 203
  Appointments in February and June 1963, 211
  Basis of Election, 203
  Foundation of, 5, 203
  Officers of, 203
Philosophy, Courses in, 140-143
Physical Education, 144
Physics, Courses in, 144-146
Pickard Field, 43
Pickard Field House, 43
Pickard Theater in Memorial Hall, 44
Pickard Trees, 49
Placement Bureau, 191-192
  Placement Committees, Chairmen of, 192
Plan, Bowdoin, 186-187
  Scholars, 221-222
Polar Bear, Statue of, 47
Political Forum, 190
Politics, Center for Education in, 173-174
Preengineering Programs, 92-93
Premedical Studies, 93
President and Trustees, 21
Presidents' Gateway, 47
Printing and Typography, 171
  Informal Course in, 171
Prizes and Distinctions, 193-207
  Athletics and Scholarship, 202
  Awarded in 1963, 211-222
  Awards for Character, 200-202
  Creative Arts, 198-199
  Declamation and Debate, 197-198
  Departmental Prizes, 194-197
  Essay Prizes, 198
  General Scholarship, 193-194
  Military Prizes, 202
  Miscellaneous Prizes, 202-203
Proctors, Board of, 188
Psychology, Courses in, 146-149
Public Speaking, Courses in, 112-113
  Prizes in, 197-198

QUILL, THE BOWDOIN, 188

RADIO, BOWDOIN-ON-RADIO (WBOR), 48, 189
  Class of 1924 Radio Station, 48, 189
Ranks, Computation of, 91
Rare Book Room, 160-161
Refunds, 52
Registration, 50
Religion, Courses in, 149-150
Reports of Standing, 91
Requirements
  Admission, 53-55
  Chapel Attendance, 91
  Courses, 82-83
  for Freshmen, 80
  for Honors in Subjects, 86
  for Majors and Minors, 84-85
  for the Degree, 81-85
  Residence, 59
Research Assistance, Undergraduate, 204-206
Reserve Commissions, 157-159
Reserve Officers' Training Corps, 93, 157-159
Residence Requirement, 59
Resources, 52
Rhodes Hall, 43
Robinson, Franklin Clement, Gateway, 46
Robinson, Warren Eastman, Gateway, 46

Romance Languages, Courses in, 150-153
  French, Courses in, 150-152
  Italian, Courses in, 152
  Spanish, Courses in, 152-153
Rooms, Applications for, 51
  Cost of, 51
ROTC, 93, 157-159
  Courses in Military Science, 134-137
  Distinguished Military Graduates, 217
  Prizes in, 202
  Summer Camp, 136
Russian Language, Courses in, 153-154

SARGENT GYMNASIUM, 42
Schedule of Recitations, 94
Scholarships, Loans, and Financial Aid, 60-78
  Alphabetical List of, 64-75
  for Graduate Study, 76-77
  for Incoming Freshmen, 62-64
  for Medical School Students, 77
  for Undergraduates, 64-75
  Loan Funds, 77-78
Scholastic Aptitude Tests, 54-55
Searles, Mary Frances, Science Building, 41-42
Senior Center, 87-90
Sesquicentennial Fund, 15
Shumway Tree, 49
Shumway Wing, Infirmary, 42
Sills, Kenneth C. M., Administration of, 13-15
Sills Hall, 43
Simpson Memorial Sound System, 48-49
Smith Auditorium, 43
Society of Bowdoin Women, 14
Sociology, Courses in, 154-156
Sophomore Year, Curriculum of, 80-81
Spanish, Courses in, 152-153
  Qualifying Examination in, 80, 82, 152
Special Honors, 86
Special Students, 59
Speech, Workshop for Teachers, 181
Standing, Advanced, 58
Standing, Reports of, 91
State of Maine Scholarships, 62
  Scholars, 219
Statistics
  Number of Degrees Conferred, 52
  Number of Matriculants, 52
Student Council, 187
  Cup, 203
  Lectureship, 179
  Members of, 187
Student Employment, 62, 191-192
Student Life and Activities, 184-190
Summer Institutes, 180-181
  Courses in, 133
Summer Lectures at Oakes Center, 181
Sunday Chapel, Visiting Speakers, 181-183
Swan Faculty Room, 40
Swimming Pool, Curtis Memorial, 42

TALLMAN LECTURESHIP, 177
  Visiting Professors on, 178
Teaching Fellows, 33
Terms and Vacations, 50
Theater, Pickard, 44
Thorndike Oak, 46
Trustees, 21
Tuition, Cost of, 51
  Plans of Payment, 50
Turner Tree, 49

UNDERGRADUATE ACTIVITIES, 184-190
Undergraduate Employment, 62, 191-192
Undergraduate Research Assistance
  Alfred O. Gross Fund, 206
  Bowdoin Fathers Association Fund, 206-207
  Research Fellowship Program, 204-206
Undergraduate Research Fellowship Program, 204-205
  Fellows and Projects in, 205-206
Union, Moulton, 43, 184-186
  Coffin Murals in, 185
  Student Committee of, 185-186

U. S. Army Reserve Officers' Training Corps, 93, 157-159
  Courses in Military Science, 134-137
  Distinguished Military Graduates, 217
  Prizes in, 202
  Summer Camp, 136

VACATIONS, 50
Visiting Professors on the Tallman Foundation, 178

WALKER ART BUILDING, 41
  Collections in, 167-168
WBOR, Radio Station, 48, 189
White Key, 190
Whittier Field, 42
Winthrop Hall, 40
Woodruff Room, 47-48

YOUNG MEMORIAL FIREPLACE, 48

Appendix

Directory of Students

Class of 1964
Class of 1965
Class of 1966
Class of 1967

Special Students

Candidates for the Master of Arts Degree in the 1963-1964 Academic Year Institute in Mathematics supported by the National Science Foundation

Students Enrolled in the Bowdoin-M.I.T. Two-Degree Plan

Student Enrolled in the Bowdoin-Columbia School of Engineering Combined Plan

ENROLLMENT BY CLASSES AND STATES

Directory of Students

Fall 1963 Semester

Seniors: Class of 1964

Alexander, Donald Gilbert	*Nahant, Mass.*	3 Moore
Anderson, Roger Eric	*Naugatuck, Conn.*	ΒΘΠ House
Andrew, David Paul	*Warwick, R. I.*	B Coleman
Bail, Richard Nelson, Jr.	*Whitman, Mass.*	ΣΝ House
Barndollar, Stephen Clough '63	*Meredith, N. H.*	14 Gilman Ave.
Bates, Charles Mead	*Noroton, Conn.*	2 Coleman
Bates, William Francis	*Milton, Mass.*	ΖΨ House
Bayer, David Lewis	*Merrick, L. I., N. Y.*	32 Coleman
Beach, Lawrence Wait	*Sylvan Beach, N. Y.*	71 Federal St.
Beal, Richard Frank '63	*Ellsworth*	40 Harpswell St.
Beale, Stephen Paul	*Auburn*	ΣΝ House
Bennett, Alan David	*Lovell*	2 Coleman
Black, Richard Edward	*Medford, Mass.*	7 Coleman
Blegen, John Clifford	*Villanova, Pa.*	16 Page St.
Buckland, Charles Francis	*Swampscott, Mass.*	ΒΘΠ House
Chapman, Geoffrey Williams	*Boston, Mass.*	79 Spring St.
Christie, Walter Robert	*Presque Isle*	ΔΚΕ House
Clarke, Ralph Thomas	*Wayne, N. J.*	10 Boody St.
Codner, Jon Stephen	*Newington, Conn.*	ΔΚΕ House
Cohen, David Michael	*Lewiston*	ΑΡΥ House
Collier, Sargent	*Bar Harbor*	270 Maine St.
Condylis, Leonidas Dimitri	*Montreal, Quebec, Canada*	26 Boody St.
Conklin, William Wright	*New Canaan, Conn.*	ΑΔΦ House
Copeland, Frederick Cleveland, Jr. '63	*Williamstown, Mass.*	222 Maine St.
Davis, Foster Stone, Jr. '62	*Concord, Mass.*	11 Pleasant St.
DeMarco, Richard Francis	*Orange, Conn.*	ΒΘΠ House
Denenberg, Stuart Roger	*Swampscott, Mass.*	3 Hyde
Dennis, Paul Michael	*Philadelphia, Pa.*	30 Boody St.
Donahue, Edward Colwell	*Caribou*	ΣΝ House
Drigotas, Frank Martin, Jr.	*Auburn*	S-2 Brunswick Apts.
Dunn, Jon Irving	*Littleton, Mass.*	9 Coleman
Edwards, Robert Kay '59	*Bridgton*	71 Cumberland St.
Edwards, William Anthony	*Milton, Mass.*	ΖΨ House
Eliades, George Christopher, Jr.	*Lowell, Mass.*	ΚΣ House

Elliott, Bruce Gordon	*Melrose, Mass.*	ΔKE House
Elvin, Charles Walton	*Augusta*	27 Coleman
Emerson, Charles Plummer, Jr. '63	*Portland*	28 College St.
Erlich, Steven Roger '63	*Swampscott, Mass.*	C Coleman
Farley, William Francis	*Pawtucket, R. I.*	21 Appleton
Farquharson, Robert Mason	*Garden City, N. Y.*	ΦΔΨ House
Fenton, Peter Low	*Brunswick*	R.D. 2, Adams Rd.
Filoon, Fred Marden	*Brockton, Mass.*	270 Maine St.
Fitts, David Waldron	*Auburndale, Mass.*	AΔΦ House
Fontecchio, Kenneth Louis	*Natick, Mass.*	ΨY House
Frank, Robert Stephen, Jr.	*New York, N. Y.*	APY House
Frazier, John William	*Falls Church, Va.*	222 Maine St.
Gaither, Taylor Nelson	*Cleveland Heights, Ohio*	71 Federal St.
Gale, Kenneth Edward	*Glenbrook, Conn.*	ΦΔΨ House
Gianopoulos, Christos John	*Sanford*	BΘΠ House
Gibbons, John Anthony	*Wilmington, Del.*	A Coleman
Gideon, Victor Cedric	*Portland*	13 Carroll St., Portland
Haddock, James Bradley	*Auburn*	8 Hyde
Hale, Robert Clark	*Brookline, Mass.*	7 Maine
Halford, John Henry, III	*Norwell, Mass.*	ZΨ House
Hamlen, Devens Hollingsworth	*Wayland, Mass.*	270 Maine St.
Hancock, Kenneth David	*Casco*	L-1 Brunswick Apts.
Handal, Donald Joseph	*Scarsdale, N. Y.*	BΘΠ House
Hansen, Philip Herman, III	*Bridgton*	ΦΔΨ House
Haskell, Steven Carle	*South Natick, Mass.*	E Coleman
Henderson, James Roger	*Xenia, Ohio*	ΔΣ House
Henshaw, David Alvin	*Hempstead, N. Y.*	262 Maine St.
Hill, John Robert	*West Scarborough*	1 Moore
Hincks, Maynard Alton, Jr.	*Portland*	226 Maine St.
Hirth, David Hammond	*Deerfield, Mass.*	ΨY House
Hodges, Spencer Enis	*East Weymouth, Mass.*	5 Coleman
Hooke, Robert Lowe, Jr.	*Short Hills, N. J.*	82 Federal St.
Horton, William Harrison	*Chatham, N. J.*	9 Coleman
Houlding, James Alexander	*Winchester, Mass.*	7 Potter St.
Howe, Kermit Bennett, Jr.	*Abington, Conn.*	2 Potter St.
Hughes, William Lester, Jr.	*Freeport*	ΨY House
Hulbert, Wayne Wyeth	*Belmont, Mass.*	22 Coleman
Huntsman, Jeffrey Forrest	*Augusta*	6½ McKeen St.
Ince, Michael Russell	*Brookhaven, N. Y.*	7 Potter St.
Ipcar, Charles	*Robinhood*	1 Moore

Jackson, Richard Burt	*Warwick, R. I.*	11 Coleman
Jarratt, Robert Braxton	*Swarthmore, Pa.*	ΨΥ House
Jones, Philip Alan	*Mechanic Falls*	ΘΔΧ House
Kaplan, Joel Ronald '58	*Passaic, N. J.*	21 Magean St.
Kaschub, William John	*Gorham, N. H.*	ΔΣ House
Kay, Stafford	*Fall River, Mass.*	ΑΔΦ House
Kean, Jeffrey Estabrook	*Reading, Mass.*	ΖΨ House
Keefe, Christopher	*Nashua, N. H.*	181 Maine St.
Keller, Eugene Lester	*New York, N. Y.*	30 Boody St.
Kerievsky, Stuart Owen '63	*North Bellmore, N. Y.*	16 Page St.
Kilgour, David Lindsay	*Brookfield, Wis.*	ΔΣ House
Kloppman, Grant Thomas	*Cleveland, Ohio*	A Coleman
Lang, Jeffrey Martin	*Arlington, Va.*	19 McKeen St.
Lawrence, Stephen Allen	*Belmont, Mass.*	ΣΝ House
Lawrie, Henry deVos, Jr.	*Winnetka, Ill.*	ΨΥ House
Leadbeater, Erick	*Contoocook, N. H.*	11 Coleman
Lenssen, William '61	*Bunnell, Fla.*	13 Coleman
Loane, Allen Robert '63	*Natick, Mass.*	ΣΝ House
London, Stephen David	*Milton, Mass.*	E Coleman
Loth, Eric Bernard	*West Roxbury, Mass.*	22 Coleman
Lowe, Charles Austin	*Gloucester, Mass.*	ΔΚΕ House
Loxsom, Frederick Meers	*Lincoln, R. I.*	79 Spring St.
Lutsk, Bruce Martin	*Freeport, N. Y.*	22 Hyde
McCarthy, John William, Jr.	*Rockland, Mass.*	B Coleman
McDonald, Arthur Knight	*Falmouth*	ΨΥ House
McDowell, David Turner	*Glens Falls, N. Y.*	7 Appleton
Mace, Christopher Donald	*Bangor*	27 Coleman
Mack, Richard Dinsdale	*Springfield, Ill.*	19 McKeen St.
McMahan, Hugh Ballard	*Great Falls, Va.*	261 Maine St.
Magher, Craig Francis	*Upper Montclair, N. J.*	ΑΔΦ House
Markey, Sanford Philip	*Havertown, Pa.*	16 Page St.
Martini, Joseph Peter, Jr.	*Mendon, Mass.*	ΒΘΠ House
Mazer, Ronald Steven	*Lynn, Mass.*	ΑΡΥ House
Mechem, David Collier	*Belmont, Mass.*	ΖΨ House
Metz, Charles Edgar	*Freeport, N. Y.*	21 Appleton
Miller, Russell Edmund	*Yardley, Pa.*	79 Spring St.
Milo, John Francis, Jr. '63	*Swampscott, Mass.*	Memorial Dr., Winthrop
Morgan, Peter Bruce	*Augusta*	ΔΣ House
Morie, Gordon Glen	*Wenonah, N. J.*	16 Page St.
Morrow, Wayne Lawrence	*Lynn, Mass.*	ΧΨ Lodge
Muench, Robin Davie	*South Freeport*	6 Coleman

Napolitano, Michael Anthony, Jr.	*Augusta*	7 Winthrop
Nelson, David MacKenzie	*Reading, Mass.*	ΔKE House
Nilsson, Bruce Eugene	*Brockton, Mass.*	7 Potter St.
Notis, Andrew John	*Readfield*	1 Coleman
Noyes, John Mead	*Portland*	ΔKE House
Odell, Peter Michael	*Haworth, N. J.*	23 Coleman
Oliver, Jason Foulk	*Sharon, Mass.*	ZΨ House
Oliver, William Thomas	*New Canaan, Conn.*	AΔΦ House
Omand, Arthur Edison, Jr.	*Manchester, N. H.*	ΔΣ House
Orkin, Fredrick Kent	*New York, N. Y.*	15 Coleman
Osterhout, Robert Cullen	*Walpole, Mass.*	21 Winthrop
Ostrander, Arthur Eugene	*Watchung, N. J.*	BΘΠ House
Papacosma, Solon Victor	*Freeport, N. Y.*	XΨ Lodge
Peddrick, Rodney Stephen '63	*Wilmington, Del.*	2 Potter St.
Pelletier, Lawrence Lee, Jr.	*Meadville, Pa.*	24 Coleman
Pettengill, Richard Little	*Arlington, Va.*	ΔKE House
Phillips, Charles Wright	*Lynn, Mass.*	16 Page St.
Poor, Arthur Phippen, Jr.	*Marblehead, Mass.*	KΣ House
Pope, John Alan	*Portland*	KΣ House
Porter, Rodney Francis	*New Sharon*	8 Hyde
Racine, Philip Noel	*Brunswick*	F Coleman
Rawson, Davis Stanley, Jr.	*Saco*	226 Maine St.
Reed, John Francis, Jr.	*Wethersfield, Conn.*	ΔKE House
Reed, Stephen Alexander, III	*Hilo, Hawaii*	ΨY House
Reichert, John Christopher	*Wethersfield, Conn.*	261 Maine St.
Reis, James Francis	*Freeport, N. Y.*	XΨ Lodge
Remis, Shepard Mark	*Peabody, Mass.*	KΣ House
Rice, James Stephen '62	*Brunswick*	262 Maine St.
Riley, James Brown	*Scarsdale, N. Y.*	226 Maine St.
Robinson, Edward Wiggin, Jr.	*Dedham, Mass.*	ΨY House
Robinson, Morise Gregg	*Somerville, Mass.*	76 Federal St.
Rounds, William Chesley	*Portland*	KΣ House
Rounsville, Sherman Hall, Jr.	*Fairhaven, Mass.*	XΨ Lodge
Ryan, Bernard Gardiner '63	*New York, N. Y.*	2 Potter St.
Ryan, Howard Allen	*Beverly, Mass.*	2B Potter St.
Sahr, Leonard Herbert	*Schenectady, N. Y.*	APY House
Sammis, John Townsend	*Darien, Conn.*	ΨY House
Sarata, Brian Philip Vincent	*Elma, N. Y.*	ΘΔX House
Scherer, John Owen	*Hickory, N. C.*	AΔΦ House
Schneider, Franz Michael	*Portland, Ore.*	6½ McKeen St.
Schwadron, Harley Lawrence	*Rockville Centre, N. Y.*	ΣN House

Seaver, Peter Reed	*Leominster, Mass.*	ZΨ House
Seery, Peter Leonard	*Arlington, Mass.*	21 Maine
Segal, Laurence Alan	*Haverhill, Mass.*	C Coleman
Shenker, David Malcolm	*Middletown, Conn.*	10 Boody St.
Silverman, Harry Leo	*Brookline, Mass.*	21 Moore
Small, Peter Metcalf	*Greenbank, W. Va.*	ZΨ House
Smith, Kenneth Chatfield	*Fairfield, Conn.*	7 Coleman
Smith, Thomas Francis	*Scarsdale, N. Y.*	ΒΘΠ House
Steinmann, Derick Otis	*Frederiksted, St. Croix, U. S. Virgin Islands*	29 Coleman
Stock, Jonathan Curtis	*Bridgeport, Conn.*	ΦΔΨ House
Stoddard, Frederick Jackson, Jr.	*Milwaukee, Wis.*	F Coleman
Stone, Ralph Philbrook	*Camden*	ΦΔΨ House
Stonebraker, Peter William	*Newbury, Mass.*	1 Coleman
Streetman, Ashley, Jr.	*Dorchester, Mass.*	ΑΡΥ House
Swan, Philip Lee	*Lawrence, Mass.*	ΦΔΨ House
Tarbell, Eaton Weatherbee, Jr.	*East Greenwich, R. I.*	5 Coleman
Tarbell, Joseph Eaton	*East Walpole, Mass.*	ΒΘΠ House
Taylor, Robert Charles	*Marblehead, Mass.*	21 Coleman
Thwing, William Cullen	*Holyoke, Mass.*	21 Coleman
Tom, Thomas Norman	*Newport, R. I.*	7 Winthrop
Treadwell, David Rogers, Jr.	*Wilmington, Del.*	ZΨ House
Tuveson, Roger Oliyan	*Portsmouth, N. H.*	7 Moore
Van Nest, John Elmer, Jr.	*Berkeley Heights, N. J.*	ZΨ House
Varnum, Thomas, Jr.	*Lowell, Mass.*	ΚΣ House
Walker, David Clifton	*Wiscasset*	ΦΔΨ House
Walls, Philip Douglas	*South Weymouth, Mass.*	24 Coleman
Weidner, James Burton	*Cleveland, Ohio*	23 Coleman
Weinik, Douglas Benson	*Wyckoff, N. J.*	ΧΨ Lodge
Weiss, Steven Jeffrey	*Jenkintown, Pa.*	30 Boody St.
Welwood, John Harrison	*Brookline, Mass.*	ΦΔΨ House
Westerbeke, William Edward	*Squantum, Mass.*	ΧΨ Lodge
Wheeler, Charles Augustus, Jr.	*Leominster, Mass.*	ΔΚΕ House
Wood, Michael Barrett	*Concord, Mass.*	ZΨ House
Woods, Jon Douglas	*Westbury, L. I., N. Y.*	ΘΔΧ House
Workman, Robert Telford '63	*Hamden, Conn.*	3 Hyde
Yanni, Frederick Francis, Jr.	*Schenectady, N. Y.*	ΑΔΦ House
Zilinsky, Joseph William	*Dover-Foxcroft*	29 Coleman

Directory of Students

Fall 1963 Semester

JUNIORS: Class of 1965

Abbiati, David Lawrence	*Falmouth*	1 Maine
Andrias, Richard Thompson	*Needham, Mass.*	ΒΘΠ House
Anello, Michael Monroe	*Arlington, Va.*	ΨΥ House
Aranson, Peter Howard	*Portland*	181 Maine St.
Babcock, Bernard Murray	*Falmouth*	28 College St.
Bail, Frederick Thomas	*Whitman, Mass.*	ΣΝ House
Bailey, Edgar Clifton, Jr.	*Lexington, Mass.*	ΑΔΦ House
Barnes, John Michael	*New York, N. Y.*	10 Boody St.
Baxter, John Randolph	*Pittsfield*	76 Federal St.
Beal, Elmer Lawrence, Jr.	*Southwest Harbor*	D Coleman
Bennett, George Stephen, Jr.	*Wollaston, Mass.*	21 Maine
Bereika, Brian Alan	*Whitman, Mass.*	ΣΝ House
Black, Frank William, Jr.	*Barre, Vt.*	ΘΔΧ House
Bloomberg, Stephen Daniel	*Gloucester, Mass.*	ΘΔΧ House
Boesch, Eric	*Pawtucket, R. I.*	ΘΔΧ House
Bradford, William, III	*Wilmington, Del.*	ΖΨ House
Brasor, Gary Crosby	*Fairhaven, Mass.*	19 Coleman
Brooks, Keith Kenneth	*Livingston, N. J.*	ΑΔΦ House
Brown, Charles Bruce, Jr.	*Rockport, Mass.*	ΔΚΕ House
Buehler, David Lee	*Brattleboro, Vt.*	ΦΔΨ House
Burnham, Paul Dayton, Jr.	*Waterville*	4 Elm St.
Butler, Michael Glen	*Sanford*	21 Winthrop
Cary, Charles Malcolm	*Bath*	ΔΚΕ House
Chamberlin, Thomas Hannah	*Scarsdale, N. Y.*	ΒΘΠ House
Chase, Curtis Edward	*Hingham, Mass.*	ΒΘΠ House
Chase, Thomas Charles	*Kittery*	35 Longfellow Ave.
Chummers, Paul Raymond	*Wheaton, Ill.*	ΑΔΦ House
Ciesielski, Thomas Edward	*Farmington, Conn.*	10 Coleman
Cleaves, David Allen	*Sanford*	ΣΝ House
Cobb, Richard Damon	*Worcester, Mass.*	ΦΔΨ House
Coffey, Thomas Peter	*Wapping, Conn.*	ΣΝ House
Connell, Myles Jeffrey	*West Hartford, Conn.*	ΔΣ House
Corey, James Edward	*South Portland*	ΦΔΨ House
Coupe, David Richard	*Harrisville, R. I.*	ΣΝ House
Crane, Sanford Ladd '64	*Bryn Mawr, Pa.*	ΑΔΦ House
Dane, Nathan, III	*Brunswick*	ΑΔΦ House
Delaney, Charles Michael	*Wallingford, Pa.*	16 Coleman
d'Entremont, Edward Scott	*South Hanover, Mass.*	28 Coleman
Dieffenbach, Richard August	*Tenafly, N. J.*	4 Moore

DiPaolo, John Michael	*Danvers, Mass.*	10 Coleman
Dixon, Richard Hoyt	*Belmont, Mass.*	ΒΘΠ House
Doig, John Alexander	*Ridgewood, N. J.*	4 Moore
Dorman, Daniel Michael	*Hartford, Conn.*	ΔΣ House
Downey, Peter Wheeler	*Bangor*	24 Moore
Drees, Michael Paul	*Melrose, Mass.*	ΣΝ House
Dwyer, Terrence John Patrick	*Lexington, Mass.*	27 Moore
Dyer, Charles Gibson '59	*Brunswick*	Pinkham Point, R.D. 2
Eames, Bradford Newell	*Marion, Mass.*	ΔΚΕ House
Ebeling, Raymond Paul	*Framingham, Mass.*	ΨΥ House
Ekdahl, Gilbert Walter	*Providence, R. I.*	ΧΨ Lodge
Elliot, William Diek	*Milwaukee, Wis.*	3 Maine
Elliott, Peter Winslow '64	*North Reading, Mass.*	ΖΨ House
Emmet, Christopher Temple	*Portland*	82 Federal St.
Engster, Peter Wright	*Troy, N. Y.*	ΨΥ House
Fahrenbach, William	*Glenview, Ill.*	14 Hyde
Farrar, Stephen Prescott	*Berkeley Heights, N. J.*	ΑΔΦ House
Field, David Anthony	*Topsham*	32 Moore
Fisher, Howard Benjamin	*Arlington, Va.*	ΒΘΠ House
Fontaine, Richard Bicknell	*Schenectady, N. Y.*	ΔΣ House
Fourcher, Louis Arthur	*Fairhaven, Mass.*	ΦΔΨ House
Gazlay, John Chester, III	*Hingham, Mass.*	ΒΘΠ House
Gelerman, Richard Allen	*Chelsea, Mass.*	ΣΝ House
Giesler, Gerald Thomas	*West Babylon, N. Y.*	ΧΨ Lodge
Goldsmith, Donald Alan	*Freeport, N. Y.*	ΔΣ House
Gorman, Joseph James	*Providence, R. I.*	ΧΨ Lodge
Gould, James Allan	*Barre, Vt.*	ΘΔΧ House
Greene, Edward Rideout	*Bath*	ΦΔΨ House
Hallisey, John Damon	*Brockton, Mass.*	ΖΨ House
Hardcastle, Yellott Fitzhugh, III	*Groton, Mass.*	ΖΨ House
Harlow, Frederic Benjamin '64	*Portland*	226 Maine St.
Harrington, Robert Edward	*Danvers, Mass.*	256 Maine St.
Hart, John Sanderson	*Marblehead, Mass.*	ΧΨ Lodge
Hastings, James Emory	*Athol, Mass.*	9 Hyde
Hawkins, Barry Curtis	*Portland*	ΧΨ Lodge
Hecht, Stephen Anthony	*Waban, Mass.*	ΒΘΠ House
Hindson, James Fessler	*Albany, N. Y.*	ΑΔΦ House
Hinkley, William Elliott	*Groveton, N. H.*	ΔΣ House
Hyde, William DeWitt, Jr.	*Portland*	ΔΚΕ House
Ingram, Steven Kenyon	*Rehoboth, Mass.*	ΣΝ House
Ives, Harwood Southwick	*Lexington, Mass.*	181 Maine St.
Kahill, Charles James	*Portland*	26 Moore

Kamanu, Onyeonoro Secundus	*Aba, E. Nigeria, Africa*	3 Moore
Kelly, John Thomas, Jr.	*Ramsey, N. J.*	ΒΘΠ House
Knudsen, Sigurd Aleksander, Jr.	*Freeport*	ΣΝ House
Krisko, Stephen James	*Peabody, Mass.*	256 Maine St.
Krogstad, Donald John	*New Hyde Park, N. Y.*	ΧΨ Lodge
Lapointe, Paul Harold	*Greenfield, Mass.*	ΨΥ House
Larkin, Peter Sutton	*Pleasantville, N. Y.*	ΧΨ Lodge
Lazarus, Paul David	*Waterbury, Conn.*	ΔΣ House
Leach, Shawn William	*Brockton, Mass.*	Curtis Pool
Leaver, Richard Francis	*Providence, R. I.*	ΧΨ Lodge
Leonard, Steven Clarence	*Montpelier, Vt.*	17 Moore
Lesher, Robert Schuyler, Jr.	*East Aurora, N. Y.*	Curtis Pool
Lewis, Clayton Roy, Jr.	*Birmingham, Mich.*	3 Maine
Lewis, George Hallam	*Bar Harbor*	ΘΔΧ House
Lingley, Robert Scott	*Cranston, R. I.*	43 Boody St.
Lister, James Madison	*Washington, D. C.*	ΖΨ House
Lynch, William Howard	*Forestdale, R. I.*	ΣΝ House
McClintock, Robert Edward	*Havertown, Pa.*	ΒΘΠ House
McCollister, Kerry Michael	*Lawrence, Mass.*	26 Moore
McCutcheon, Michael Edward	*Upper Montclair, N. J.*	ΧΨ Lodge
McDowell, Philip Estabrooks	*Glens Falls, N. Y.*	ΨΥ House
McGovern, Edward William, Jr.	*Wilmington, Del.*	ΖΨ House
McIntire, Philip Cobb	*Glens Falls, N. Y.*	25 Coleman
Martin, Neil Bradford	*Bangor*	ΚΣ House
Matthews, William Rankin, Jr.	*Berwick*	82 Federal St.
Mougalian, Richard Aram	*Portland*	ΚΣ House
Munger, Steven Charles	*North Scituate, R. I.*	ΘΔΧ House
Murphy, Brian Richard '64	*Melrose, Mass.*	6 Potter St.
Nepil, Thomas Edwin	*Western Springs, Ill.*	ΣΝ House
Ness, Robert Lawson, Jr.	*Newport*	7 Maine
Noel, Harold Bennett, Jr.	*Dover, N. H.*	ΣΝ House
Norris, Richard Randall	*Newburyport, Mass.*	ΒΘΠ House
Olson, Russell Walter	*Walpole, Mass.*	ΒΘΠ House
Osgood, Christopher	*Winnetka, Ill.*	181 Maine St.
Pazzano, Frederick James	*Waltham, Mass.*	17 Moore
Pennell, William Maxwell, II	*Portland*	28 College St.
Peterson, Robert Eustis	*Worcester, Mass.*	24 Moore
Pierce, Jotham Donnell, Jr.	*Portland*	ΨΥ House
Purola, Albert Linden	*Willoughby, Ohio*	ΔΣ House
Putnam, John Stephen	*Old Orchard Beach*	7 Appleton
Rath, Gerald Fred	*Lewiston*	ΑΡΥ House
Rauh, Robert David, Jr.	*North Andover, Mass.*	ΔΣ House

Raymond, Jonathan Carl	*Needham, Mass.*	262 Maine St.
Reed, Thomas Jesseman	*Center Harbor, N. H.*	ΔΣ House
Richman, Michael Tingley	*Washington, D. C.*	8 Coleman
Robinson, Timothy James	*Glens Falls, N. Y.*	ΨΥ House
Roche, Thomas Herbert	*Richmond Hill, N. Y.*	ΔΣ House
Rolfe, James Elms	*South Portland*	9 Hyde
Rosenfeld, James Crossland	*Needham, Mass.*	28 Coleman
Ross, Adam Jaazaniah	*New Canaan, Conn.*	ΔΣ House
Rost, Samuel Tilden	*Bridgeport, Conn.*	ΘΔΧ House
Rouillard, James Arthur	*Stoneham, Mass.*	ΘΔΧ House
Rucker, Donald Brian	*Cohasset, Mass.*	ΧΨ Lodge
Saillant, Roger Barry	*Doylestown, Pa.*	14 Coleman
Sapienza, Peter John	*Malden, Mass.*	14 Coleman
Schiller, Berle Mark	*Belle Harbor, N. Y.*	16 Coleman
Shatney, Clayton Henry	*Orono*	32 Moore
Shaw, Hubert Seely, Jr.	*Brunswick*	ΖΨ House
Siegel, Steven Richard	*Lawrence, Mass.*	ΑΡΥ House
Sims, Richard Francis, Jr.	*Rockport*	ΦΔΨ House
Slowik, Theodore Mitchell	*New York, N. Y.*	ΚΣ House
Smith, Asa Plimpton	*Royal Oak, Mich.*	ΑΔΦ House
Smith, Lloyd Sanders	*Short Hills, N. J.*	ΑΔΦ House
Solmitz, David Otto	*Brunswick*	10 Bowdoin St.
Springer, William Frederick	*Chicago, Ill.*	ΚΣ House
Stephenson, Lowry Chew, Jr.	*Villanova, Pa.*	ΔΚΕ House
Stevenson, David Keene	*Needham, Mass.*	ΒΘΠ House
Stockford, David Noble	*Lubec*	ΔΚΕ House
Strauss, William Theodore, III	*Mt. Kisco, N. Y.*	ΘΔΧ House
Struble, Robert Glenn, Jr.	*Kennett Square, Pa.*	ΖΨ House
Toomajian, Charles Richard, Jr.	*Troy, N. Y.*	ΧΨ Lodge
Trask, George Robert	*Bernard*	ΑΔΦ House
Tressel, Harry King	*Winnetka, Ill.*	24 Appleton
Truesdell, Charles Clark	*Cohasset, Mass.*	ΖΨ House
Trzcienski, Walter Edward, Jr.	*South Deerfield, Mass.*	25 Coleman
Turner, Daniel Earl	*Skowhegan*	Moulton Union
Vaughan, Charles Robison	*Kennebunkport*	ΔΣ House
Waldman, Michael	*Chelsea, Mass.*	ΑΡΥ House
Wallace, Charles Isaac, Jr.	*Annapolis, Md.*	ΘΔΧ House
Warren, Robert Emmett	*Watchung, N. J.*	ΒΘΠ House
Weigel, Russell Henry, Jr.	*West Hartford, Conn.*	ΔΚΕ House
Wentworth, Fred Kelly, II	*West Ossipee, N. H.*	ΖΨ House
Whitman, Craig Lyndon, Jr.	*Cambridge, Ohio*	ΔΣ House
Whitmore, Richard Latham, Jr.	*Braintree, Mass.*	Moulton Union

Willett, Albert Ives	*Wilmington, Del.*	ΨΥ House
Williams, William David '63	*Linneus*	20 Winthrop
Witherell, Charles Bowker	*West Hartford, Conn.*	ΔΣ House
Woodbury, Alan Tenney	*Abington, Pa.*	ΒΘΠ House
Zilinsky, Thomas John	*Dover-Foxcroft*	ΣΝ House
Zimmerman, Jeffrey Frank	*Cranford, N. J.*	ΑΔΦ House

Fall 1963 Semester

Sophomores: Class of 1966

Adams, Roger Craig	*Medfield, Mass.*	23 Moore
Alemian, Bruce	*Weymouth, Mass.*	ΚΣ House
Alexander, Robert Joseph	*Belmont, Mass.*	ΦΔΨ House
Allen, Charles Liscomb	*Wayne, Pa.*	31 Moore
Allen, George William	*Belfast*	ΨΥ House
Applin, Hilton Holmes, Jr.	*Brunswick*	30 Moore
Arbour, Hector Romeo	*Augusta*	ΒΘΠ House
Aschenbach, Karl Lance	*Bloomfield, Conn.*	23 Hyde
Aubee, Eugene Charles	*Hope, R. I.*	ΘΔΧ House
Ayer, Alan Dwight	*South Portland*	2 Moore
Babson, David Elmer	*Gloucester, Mass.*	32 Hyde
Bagley, Robert Dexter	*Wethersfield, Conn.*	23 Appleton
Barbour, Charles Manson, 3rd	*West Hartford, Conn.*	ΔΚΕ House
Bates, Douglas Chapin	*Cape Elizabeth*	5 Moore
Baxter, William Stanton, Jr.	*Harwichport, Mass.*	ΧΨ Lodge
Beach, William Bion	*Pleasant Ridge, Mich.*	29 Hyde
Beaupre, Richard Edward	*Nashua, N. H.*	18 Moore
Beaven, Peter Ray	*Andover, Mass.*	ΔΣ House
Beedle, William Bradford	*Belmont, Mass.*	4 Winthrop
Bell, Edwin Dewey	*Roxbury, Mass.*	ΑΡΥ House
Benjamin, Robert Allan	*Towaco, N. J.*	15 Coleman
Bird, Raymond Adriel	*Reading, Mass.*	ΒΘΠ House
Bishop, James Alden, Jr.	*Presque Isle*	19 Appleton
Blanford, James Edward	*Casper, Wyo.*	ΑΡΥ House
Blankman, Peter Edgar	*Canton, N. Y.*	ΔΣ House
Bleyle, John Allen	*Ho-Ho-Kus, N. J.*	9 Moore
Boal, Ellis Ballard	*Winnetka, Ill.*	6 Moore
Boon, Roy Clinton	*Medfield, Mass.*	ΚΣ House
Bothner, Michael Henry	*Fitchburg, Mass.*	15 Appleton
Boyd, Robert White	*Yarmouth*	9 Moore
Bradley, Philip Claverie	*Westwood, Mass.*	15 Winthrop
Brady, Thomas Bernard	*Saco*	ΣΝ House

Branting, Richard Wilder	*Milton, Mass.*	28 Moore
Bray, James Richard	*Chappaqua, N. Y.*	ΧΨ Lodge
Brewster, David Emmert	*Falls Church, Va.*	29 Appleton
Brooks, Jon Michael	*Alexandria, Egypt*	ΦΔΨ House
Burton, Wayne Myles	*Belmont, Mass.*	ΚΣ House
Butkus, Robert Alan	*Dorchester, Mass.*	Dudley Coe Infirmary
Cantor, Jerald Charles	*Larchmont, N. Y.*	ΑΡΥ House
Cartland, John Everett, III	*West Hartford, Conn.*	23 Appleton
Cass, Malcolm Walter, II	*South Portland*	ΚΣ House
Christie, Mark Edwin	*Brunswick*	ΔΣ House
Clark, Alan Curtis	*Feeding Hills, Mass.*	ΣΝ House
Clauson, Karl William '65	*Greenwich, Conn.*	ΔΣ House
Cocks, Robert Godfrey, Jr.	*Weston, Mass.*	31 Appleton
Coggins, John Hill	*Bristol*	26 Hyde
Cogswell, Vaughan Herbert, Jr.	*Dover, N. H.*	ΔΣ House
Condos, Richard Carl	*Lynn, Mass.*	ΚΣ House
Costello, John Clifford	*Lee, Mass.*	15 Winthrop
Coughlan, Charles Robert	*Belmont, Mass.*	ΚΣ House
Couillard, Charles Alan	*Hampden Highlands*	ΑΡΥ House
Craig, William Starling	*Augusta*	ΦΔΨ House
Davis, Harold Robert	*Quincy, Mass.*	28 Hyde
Day, James Frederick	*Bath*	8 Coleman
DeMuro, Leonard John, Jr.	*Bar Harbor*	ΘΔΧ House
Downing, Davis Allan	*Monmouth*	ΣΝ House
Dreyer, William James	*New York, N. Y.*	23 Hyde
Dugan, William Roland	*Brunswick*	10 Moore
Ellis, David Williams	*Pelham, N. Y.*	ΧΨ Lodge
Esposito, John Louis	*Portland*	ΣΝ House
Espovich, Jay Harlan	*Newburyport, Mass.*	ΚΣ House
Fagone, Francis Anthony	*Portland*	ΣΝ House
Fay, Richard Rozzell	*Sterling, Mass.*	ΦΔΨ House
Feyling, Paul Alfred '65	*Trevett*	24 Appleton
Fine, Jonathan Stuart	*Brookline, Mass.*	23 Moore
Fish, William Watson	*Huntington, L. I., N. Y.*	25 Moore
Fitzgerald, Edward Michael	*Milton, Mass.*	31 Moore
Fleisher, Cary Louis	*Fairfield, Conn.*	5 Appleton
Fletcher, William Cameron	*New Haven, Conn.*	5 Appleton
Forté, Richard Smith	*Weston, Mass.*	ΨΥ House
Fowler, Northrup	*Rockport*	26 Hyde
Foye, David Byron	*Brockton, Mass.*	19 Moore
Freedman, Marc Burton	*Springfield, Mass.*	ΔΣ House

French, John Richard	*Springfield, Vt.*	12 Coleman
Friedman, Fredric Carl	*Fall River, Mass.*	1 Hyde
Gendron, David Brooks	*Sanford*	11 Moore
Godard, Roger Rawson '64	*Deer Isle*	ΑΡΥ House
Good, Peter Munson	*South Portland*	15 Moore
Gray, Charles Henry, Jr.	*Springfield, Mass.*	20 Moore
Gurney, Charles Richard	*Brunswick*	18 Douglas St.
Gutkowski, Stanley Michael, Jr.	*Greenfield, Mass.*	ΣΝ House
Hagger, Jeremy James Dunbar	*Waltham, Mass.*	25 Maine
Hale, Allen Whitehead	*Brookline, Mass.*	12 Coleman
Harding, John Roberts	*Modesto, Calif.*	22 Hyde
Harrison, William Warner	*Saco*	12 Moore
Hartman, Samuel Henry	*Lima, Pa.*	14 Hyde
Hathaway, Dana Tillson	*Holyoke, Mass.*	9 Maine
Haunton, Charles Jeffrey	*East Longmeadow, Mass.*	25 Appleton
Hays, Palma Wiley, Jr.	*Springfield, Pa.*	ΦΔΨ House
Heath, William George, Jr.	*South Westport, Mass.*	ΑΔΦ House
Helfrecht, William John, Jr. '65	*Livingston, N. J.*	181 Maine St.
Hickey, Conn Brendan	*Rockford, Ill.*	ΔΣ House
Hinchliffe, Roger Redman	*Lexington, Mass.*	30 Hyde
Hires, Richard Byard	*Short Hills, N. J.*	ΣΝ House
Hirschman, James Peter	*Fall River, Mass.*	ΑΡΥ House
Hirth, Samuel Edward	*Deerfield, Mass.*	31 Appleton
Hoover, Cyrus William	*Wellesley Hills, Mass.*	11 Moore
Hopkins, Carl Douglas	*Rochester, N. Y.*	ΦΔΨ House
Hotchkiss, Douglas Morton	*Alexandria, Va.*	ΑΔΦ House
Howe, Richard Paul	*Salem Depot, N. H.*	21 Moore
Johnson, Peter Blackwell	*Madison, Conn.*	11 Appleton
Johnson, Ralph Gordon, III	*Brockton, Mass.*	19 Moore
Johnston, John Flagg	*Southwest Harbor*	32 Hyde
Karofsky, Paul Irwin	*Brookline, Mass.*	ΑΡΥ House
Kay, Steven Allen '65	*Lawrence, Mass.*	10 Moore
Kent, Christopher Dore	*Freeport, N. Y.*	ΑΡΥ House
Kohl, David Henry	*Rio Piedras, Puerto Rico*	ΔΚΕ House
Kopka, Richard Gary	*Salem, Mass.*	ΦΔΨ House
Kress, Arthur Stephen	*Middletown, Conn.*	ΑΡΥ House
Kubiak, Walter David, Jr.	*Kennebunkport*	ΨΥ House
Kufe, Donald William	*Hempstead, N. Y.*	ΧΨ Lodge
Lander, David Allan	*University City, Mo.*	ΔΚΕ House
Lanes, Douglas Michael	*Levittown, Pa.*	ΧΨ Lodge

Lapine, Raymond Edward	*Monson, Mass.*	ΑΡΥ House
Leaver, David Eugene	*Providence, R. I.*	ΧΨ Lodge
Lee, Richard Bateman	*Fredericton, N. B., Canada*	ΑΔΦ House
Leger, Richard Edward	*Lynn, Mass.*	ΔΚΕ House
Leishman, Noël John, Jr.	*Houlton*	6 Coleman
Lemkin, Jeffrey William	*Lowell, Mass.*	12 Hyde
Leydon, Edward Rivinus	*Lahaska, Pa.*	ΑΔΦ House
Libby, Randolph Franklin	*Westbrook*	29 Winthrop
Lincoln, John Weston	*Falmouth*	ΔΚΕ House
Loeb, Andrew Gothard	*Forest Hills, N. Y.*	ΑΡΥ House
Lord, John Richard	*Wellesley Hills, Mass.*	ΨΥ House
Loring, John Mitchell	*Melrose, Mass.*	9 Appleton
Love, Timothy Ricker	*Lewiston*	12 Page St.
McAbee, Edward Armstrong, Jr.	*Wilmington, Del.*	13 Moore
MacAllen, James Walter	*Hingham, Mass.*	22 Moore
McCoy, Robert John	*Buffalo, N. Y.*	ΑΡΥ House
McIntire, Philip Heino	*Presque Isle*	19 Appleton
McOsker, Robert Bruce	*Auburn*	28 Moore
Margosian, Hardy John, Jr.	*Belmont, Mass.*	10 Hyde
Mason, Keith Richard	*Saco*	25 Appleton
Maurer, Peter George	*Somerset, N. J.*	ΦΔΨ House
May, Jonathan Mackenzie	*South Glastonbury, Conn.*	25 Maine
Mick, Wendell Thompson	*Newton Highlands, Mass.*	27 Hyde
Mills, Charles Austin	*Cold Spring, N. Y.*	ΑΡΥ House
Minnis, William Frederick	*Weymouth, Mass.*	ΚΣ House
Mitchell, Robert Scott	*Wilmington, Del.*	11 Appleton
Morrison, John Borland	*Waltham, Mass.*	ΘΔΧ House
Morrissey, Paul Edward	*Pawtucket, R. I.*	ΧΨ Lodge
Mulloy, Paul Thomas, III	*Winchester, Mass.*	7 Moore
Murphy, Donal Brian	*Bar Harbor*	ΘΔΧ House
Nelson, Kenneth Miles '65	*Portland*	D Coleman
Newcomb, Dwight Lindsay	*Arlington, Va.*	30 Hyde
O'Dea, James Bernard, Jr.	*Newbury, Mass.*	ΦΔΨ House
Page, Nathaniel Blodgett	*Braintree, Mass.*	ΔΣ House
Parent, William Allan	*Stoughton, Mass.*	14 Moore
Parker, John Otis, Jr.	*Arlington, Mass.*	13 Moore
Paterson, John Michael	*Dallas, Tex.*	24 Hyde
Pease, Howard Francis	*New Milford, Conn.*	27 Hyde
Peters, Donald Wayne	*Dover, N. H.*	30 Moore
Peterson, Carleton Sherman	*Holyoke, Mass.*	15 Moore
Phinney, Robert Edgar, Jr. '64	*Arrowsic*	ΔΚΕ House

Pierpan, Thomas Edward	*North Adams, Mass.*	29 Winthrop
Pincus, Matthew Ralbe	*Brooklyn, N. Y.*	14 Moore
Pirie, Robert Bruce	*South Weymouth, Mass.*	ΣΝ House
Platt, Alexander Dana	*New York, N. Y.*	5 Moore
Porrino, Joseph Francis	*New York, N. Y.*	12 Hyde
Porter, Robert Chamberlain, Jr.	*Summit, N. J.*	25 Moore
Raleigh, John Patrick, Jr.	*Newburyport, Mass.*	ΣΝ House
Ralston, Daniel Edward	*North Adams, Mass.*	2 Moore
Reed, Raymond Lee	*Rockland*	ΦΔΨ House
Reynolds, Philip Nylund	*Scotia, N. Y.*	6 Moore
Roby, Norman Stanley	*Moosup, Conn.*	23 Hyde
Rocque, Frank Albert	*Staten Island, N. Y.*	ΨΥ House
Rollins, Ronald Lee	*Mechanic Falls*	9 Maine
Roscoe, Charles Harry	*East Hartford, Conn.*	24 Hyde
Rosenberg, Charles	*River Edge, N. J.*	22 Moore
Rutherford, Jeffrey Kellogg	*Lexington, Mass.*	ΘΔΧ House
Salem, James Arthur	*North Brookfield, Mass.*	18 Winthrop
Samuelsen, Peter, Jr.	*Morristown, N. J.*	28 Hyde
Schmidt, Edward Chapin	*Pound Ridge, N. Y.*	1 Maine
Schulten, Frederick Alexis	*Woolwich*	8 Moore
Seager, Andrew John	*Malin, Bechuanaland, South Africa*	ΦΔΨ House
Segal, Richard Barry	*Haverhill, Mass.*	ΑΡΥ House
Sharp, Richard Winslow, Jr.	*Bound Brook, N. J.*	16 Moore
Shubert, Jordan Julius	*Bangor*	ΚΣ House
Smail, David Frederick	*Canton, Mass.*	ΔΣ House
Small, Peter Van	*Portland*	27 Hyde
Smith, Barry Wayne	*Dixfield*	ΒΘΠ House
Smith, Christopher Lane	*Fairfield, Conn.*	ΘΔΧ House
Soule, Benjamin Angier	*Portland*	1 Hyde
Soule, Paul William	*Portland*	29 Moore
Stetson, William Wharton, Jr.	*Virginia Beach, Va.*	29 Appleton
Stocking, David Warner	*Williamstown, Mass.*	29 Moore
Swenson, Francis Bradford, Jr.	*Walpole, Mass.*	29 Hyde
Tarbell, John Weatherbee, Jr.	*Bridgewater, Mass.*	ΒΘΠ House
Taylor, Jonathan Wardwell	*Storrs, Conn.*	29 Hyde
Timson, Barry Sturtevant	*Needham, Mass.*	ΦΔΨ House
Toll, Frederick Thomas	*Laconia, N. H.*	ΔΣ House
Tolpin, Daniel Warren	*Swampscott, Mass.*	ΚΣ House
Torpey, William Joseph, Jr.	*Malden, Mass.*	ΣΝ House
Tracy, Leo Winslow	*Marblehead, Mass.*	ΚΣ House

Trecartin, Stephen Hurlburt	*Lubec*	9 Hyde
Twombly, David Frank	*Cranston, R. I.*	ΧΨ Lodge
Van Antwerp, Richard Fenn	*Upper Montclair, N. J.*	ΑΔΦ House
Van Varick, Richard Arthur	*Oradell, N. J.*	20 Moore
Vorbeck, John Carsten	*Freeport, N. Y.*	ΑΡΥ House
Walker, Michael George	*Fryeburg*	4 Winthrop
Warren, Brian Collins	*Topsham*	8 Moore
Weinstein, Laurence Martin	*Merrick, L. I., N. Y.*	18 Winthrop
White, Andrew Peter	*Auburn*	ΘΔΧ House
White, Jeffrey George	*South Portland*	ΨΥ House
Widdowson, Robert Redmond, Jr.	*South Hamilton, Mass.*	15 Appleton
Willey, James Albert, Jr.	*Bangor*	ΚΣ House
Wilson, John William	*Townsend, Mass.*	9 Appleton
Wilson, Thomas Hunter	*Lexington, Mass.*	10 Hyde
Wolhaupter, John Augustus	*Houlton*	16 Moore
Yule, Frank Douglas	*Hingham, Mass.*	ΖΨ House

Fall 1963 Semester

FRESHMEN: Class of 1967

Abbott, Alden Wayne	*Waltham, Mass.*	4 Hyde
Abrams, Lawrence Brundige, III	*Pittsburgh, Pa.*	4 Hyde
Akinduro, Ibukun	*Ondo, Western Nigeria*	19 Coleman
Allen, Richard Phelps	*Freeport*	23 Maine
Allen, Thomas Hodge	*Portland*	11 Maine
Assini, Charles Joseph, Jr.	*Greenbush, N. Y.*	3 Appleton
Bamberger, Richard Halle	*Cleveland, Ohio*	5 Maine
Barnard, William Howard	*Red Bank, N. J.*	2 Hyde
Barron, Stephen Edward	*Binghamton, N. Y.*	1 Winthrop
Bell, Robert Stephen	*Milwaukee, Wis.*	8 Maine
Bennett, Michael Walter	*Wilmington, Calif.*	1 Appleton
Biklen, Douglas Paul	*Westport, Conn.*	8 Maine
Blanchard, Dana Lincoln, Jr.	*Branford, Conn.*	5 Winthrop
Blethen, Harold Tyler, III	*Marion, Mass.*	31 Hyde
Blumenthal, Charles John	*Portland*	2 Maine
Bond, Randall Ives	*Newington, Conn.*	7 Hyde
Bonneau, John Victor	*Lewiston*	6 Appleton
Bottomy, David Paul	*Chagrin Falls, Ohio*	9 Winthrop
Boxer, Daniel Ellis	*Newburyport, Mass.*	10 Maine
Brawn, Edwin Leonard	*Topsham*	20 Elm St., Topsham

Brooks, Timothy French	*Milton, Mass.*	8 Appleton
Brouner, Peter Richard	*Meriden, Conn.*	8 Winthrop
Brown, Thomas Morgan	*Greenwich, Conn.*	8 Appleton
Burton, Bruce Arthur	*New Haven, Vt.*	12 Maine
Bush, Edward Vannevar	*Belmont, Mass.*	6 Hyde
Bushey, Bruce Lawrence	*Bingham*	3 Coleman
Caliri, Richard Paul	*Wollaston, Mass.*	19 Hyde
Carlin, Donald Phillip	*Cos Cob, Conn.*	2 Appleton
Chapman, Peter Bailey	*Waldoboro*	6 Winthrop
Chen, Harry Lewis	*Norwalk, Conn.*	30 Coleman
Chotkowski, David Daniel	*Fairfield, Conn.*	13 Maine
Comeau, David	*Orono*	2 Winthrop
Comstock, Gary David	*Ivoryton, Conn.*	4 Maine
Conroy, Patrick Stephen	*Saco*	10 Appleton
Cool, Richard Barry	*Manchester, Mass.*	3 Winthrop
Cornella, Andrew Joseph	*Medford, Mass.*	6 Appleton
Coupe, Philip John	*Oakland, R. I.*	14 Maine
Crabtree, Robert Kimball	*Needham, Mass.*	12 Appleton
Cranshaw, Thomas Henry	*Augusta*	13 Hyde
Crosby, Stephen Richard	*Sterling, Mass.*	10 Winthrop
Cumming, Virgil Howard	*Dover, N. H.*	25 Hyde
Cutter, George Stanley	*Birmingham, Mich.*	15 Maine
Dakin, Robert Waters	*Keene, N. H.*	17 Maine
Dalton, Peter Cornelius	*Wellesley, Mass.*	14 Appleton
Davis, Ronald Leroy	*Winslow*	11 Winthrop
Davis, Theodore Edgar	*Berkeley Heights, N. J.*	4 Appleton
Dickson, Leon Ashby, Jr.	*Detroit, Mich.*	11 Winthrop
Dickson, Peter James	*Rumford*	4 Maine
Dionne, Douglas Paul	*Skowhegan*	16 Appleton
Doran, Robert Harold, Jr.	*Holyoke, Mass.*	13 Appleton
Dowgialo, James Joseph	*South Weymouth, Mass.*	18 Coleman
Duncklee, Joel Gardner	*Newton Centre, Mass.*	7 Hyde
Emery, John Maurice	*Ellsworth*	12 Winthrop
Ethridge, Michael Swan	*Cazenovia, N. Y.*	5 Hyde
Farrell, David Thorpe	*Long Beach, Calif.*	13 Winthrop
Feldman, Stewart Lewis	*Milton, Mass.*	18 Coleman
Fergus, Paul Michael	*Bangor*	18 Maine
Ferlazzo, Leslie Allen	*Needham, Mass.*	21 Hyde
Finley, Daniel Miles	*Grosse Ile, Mich.*	22 Appleton
Foster, Robert Nicolas	*Cedar Grove*	R.F.D. 1, Cedar Grove

Found, Bruce William	*Woodbury, L. I., N. Y.*	31 Hyde
Frank, Sidney Alan	*Dorchester, Mass.*	20 Hyde
Fuller, Arlan Frank, Jr.	*Melrose, Mass.*	31 Coleman
Gamper, David Edwards	*Irvington, N. Y.*	14 Winthrop
Geddes, Robert Ray	*Waban, Mass.*	16 Appleton
Gould, Charles Edwin, Jr.	*Kennebunkport*	20 Maine
Graham, Gary Douglas	*Kennett Square, Pa.*	11 Maine
Graves, Eben Whittier	*Winchester, Mass.*	16 Winthrop
Greig, Henry Fox	*Brunswick*	77 Union St.
Gross, Peter David	*Chelsea, Mass.*	17 Appleton
Grover, Morgan Kennedy	*Augusta*	85 Federal St.
Hageseth, Jon Aubrey	*Elk River, Minn.*	27 Maine
Hall, Wayne Leslie	*Belfast*	11 Hyde
Halsey, Ruwe	*Greenwich, Conn.*	12 Maine
Hanson, Peter Lee	*Rumford*	19 Hyde
Harmon, Mark Peter	*Newton, Mass.*	26 Coleman
Harmon, Michael Duane	*Bradford, Pa.*	12 Winthrop
Harris, James Brian	*Syracuse, N. Y.*	5 Hyde
Hartswick, Joseph Alleman	*Bloomington, Ind.*	16 Winthrop
Hawkins, Brian Carey	*Portland*	25 Hyde
Hayes, Lincoln Loring	*Auburn*	17 Coleman
Haynes, Fred Elmore, III	*Arlington, Va.*	16 Maine
Heinrich, Steven Philip	*Lexington, Mass.*	13 Hyde
Hess, Walter Richards	*Bangor*	9 Winthrop
Hibbard, Lawrence Randolph	*Schenectady, N. Y.*	3 Appleton
Hibyan, Roy Peter	*Fairfield, Conn.*	17 Winthrop
Hoar, William Patrick	*Arlington, Mass.*	11 Hyde
Hoen, Richard William	*Prospect Park, Pa.*	23 Winthrop
Hopkins, Stephen Craig	*Plainfield, N. J.*	17 Appleton
Hughes, James Michael	*Englewood, N. J.*	4 Coleman
Huntington, David Frederic	*South Tamworth, N. H.*	19 Winthrop
Hurwit, Paul Steven	*West Hartford, Conn.*	27 Appleton
Jones, Robert Lincoln	*Avon, Conn.*	32 Winthrop
Jordan, Enoch Pope, III	*San Mateo, Calif.*	22 Maine
Keefe, Thaddeus John, III	*Scituate, Mass.*	18 Appleton
Kelaher, Kevin Michael	*Lynn, Mass.*	16 Hyde
Kendall, Bertrand Nelson	*Plainfield, N. J.*	31 Hyde
Kollmann, Geoffrey Charles	*Hampton, Va.*	10 Winthrop
Krems, Sheldon Mayer	*Portland*	20 Coleman
Kukiel, Frederick James	*Seymour, Conn.*	15 Hyde
Levasseur, Robert Ernest	*Sanford*	22 Winthrop

Lilly, Richard Bowdoin, Jr.	*Weston, Mass.*	7 Hyde
Livingston, Bruce Ronald	*South Portland*	24 Maine
Lorch, Thomas Humphries	*West Hartford, Conn.*	19 Hyde
Lunny, Robert James, Jr.	*Wethersfield, Conn.*	20 Appleton
McAllister, William Arthur	*Huntington, N. Y.*	11 Hyde
Mack, Cary Nelson	*Portland*	2 Maine
McKeagney, Robert Bernard, Jr.	*Cheshire, Conn.*	23 Maine
Mackenzie, George Calvin	*South Byfield, Mass.*	22 Maine
MacLean, Bruce John	*Newton Highlands, Mass.*	22 Appleton
McNabb, David Paul	*Saco*	3 Winthrop
McNabb, Dennis Paul	*Saco*	19 Maine
Macomber, David Haynes, Jr.	*Springfield, Mass.*	27 Maine
Manolakos, Peter George	*Providence, R. I.*	21 Hyde
Manring, Roger William	*Cleveland Heights, Ohio*	24 Winthrop
Margolin, William	*West Roxbury, Mass.*	5 Maine
Mathers, James Alexander Lamond, Jr.	*Englewood, N. J.*	4 Coleman
Matthews, Raymond Colby, Jr.	*Woburn, Mass.*	14 Maine
Merry, Peter Rowe	*Beverly, Mass.*	16 Hyde
Michelmore, John Howard	*Foxboro, Mass.*	20 Appleton
Mickley, Steven Phillips	*Belmont, Mass.*	2 Hyde
Millay, David George	*Richmond*	26 Maine
Miller, Edwin Layng	*Miami, Fla.*	6 Hyde
Milliken, Dean MacMannus	*West Hartford, Conn.*	1 Winthrop
Mills, William Alan	*Pawtucket, R. I.*	17 Winthrop
Mone, William David	*Brockton, Mass.*	3 Coleman
Moore, Edward Parsons, Jr.	*Darien, Conn.*	12 Moore
Morgan, William Francis, Jr.	*Summit, N. J.*	17 Hyde
Moskell, Stephen Michael	*Meriden, Conn.*	14 Winthrop
Moulton, Anthony LeRoy	*Limerick*	22 Winthrop
Mowbray, William Fell	*Philadelphia, Pa.*	12 Appleton
Muzzy, Gregory Elliott	*Holden, Mass.*	18 Hyde
Newman, Paul Wildes	*Bangor*	26 Appleton
Norton, William Keeler	*Manhasset, N. Y.*	24 Maine
Oxnard, Thomas Fletcher	*Cheshire, Conn.*	18 Appleton
Pappas, Peter George	*Lynn, Mass.*	5 Hyde
Partridge, Edward Scott	*West Haven, Conn.*	13 Hyde
Pearlman, Joel	*Sharon, Mass.*	25 Winthrop
Perks, Richard Edward	*Worcester, Mass.*	24 Winthrop
Pfeiffer, Robert Howard	*Waterville*	28 Maine

Pike, Richard Steven	*Bolsters Mills*	6 Maine
Pillsbury, Ralph Byron	*Waterville*	25 Winthrop
Poirier, Ralph James	*Holyoke, Mass.*	28 Appleton
Poirot, William Kenneth	*Wethersfield, Conn.*	26 Winthrop
Pope, Laurence Everett, II	*Braintree, Mass.*	23 Winthrop
Powell, Charles Herbert	*Sharon, Mass.*	29 Maine
Puglia, Carl John	*North Reading, Mass.*	2 Winthrop
Quigley, Peter	*Marblehead, Mass.*	14 Appleton
Ranahan, John Paul	*Lakewood, Ohio*	32 Winthrop
Rand, Stephen Peter	*New York, N. Y.*	30 Coleman
Rea, Campbell Cary	*Cartersville, Va.*	30 Appleton
Reid, Lawrence Keller	*Watchung, N. J.*	27 Winthrop
Reilly, Wayne Everett	*Troy, N. Y.*	30 Maine
Richter, Alexander Gordon	*Concord, N. H.*	17 Hyde
Ridgeway, Michel Henry	*South Windham, Conn.*	32 Appleton
Robbins, Judd	*Bay Shore, N. Y.*	20 Coleman
Rowson, Walter, III	*North Grosvenordale, Conn.*	28 Winthrop
Roy, James Charles, Jr.	*Boston, Mass.*	13 Winthrop
Russell, Edwin Larson	*Bronxville, N. Y.*	28 Maine
Sack, Peter Barry	*Swampscott, Mass.*	2 Appleton
St. Mary, Jonathan Lawrence	*Rochester, N. Y.*	32 Maine
Salmela, Alexander Kenneth	*Braintree, Mass.*	28 Winthrop
Samet, Michael Jeffrey	*Boston, Mass.*	20 Hyde
Saunders, Robert Mansfield	*North Berwick*	31 Maine
Scholefield, John Hood	*Edina, Minn.*	31 Winthrop
Scott, David Folsom	*Presque Isle*	30 Maine
Seagrave, Richard Gordon	*Bristol, R. I.*	32 Maine
Shone, Ronald Hamilton	*Scituate, Mass.*	26 Appleton
Shoukimas, Jonathan Jordan	*West Hartford, Conn.*	6 Maine
Slosberg, Kenneth Barry	*Gardiner*	17 Coleman
Smith, Keith Henry	*Wayne, N. J.*	10 Maine
Smith, Lendall Libby	*Kennebunk*	31 Winthrop
Smith, Mark Eliot	*Holden, Mass.*	30 Appleton
Smith, Spencer Ringgold, Jr.	*Arlington, Va.*	27 Winthrop
Smith, Wilson Emerson	*Waterford, Conn.*	15 Hyde
Sohier, Edward Dexter	*Malvern, Pa.*	29 Maine
Spalding, Drew	*Lancaster, Pa.*	32 Appleton
Speh, Christopher Tinsman	*Setauket, N. Y.*	25 Hyde
Sperry, Arthur Bassett, Jr.	*Weston, Mass.*	26 Coleman
Stackpole, Peter Ward	*Melrose, Mass.*	16 Maine

Starrett, Robert Ernest	*Atlanta, Ga.*	31 Maine
Stockwell, Peter Curran	*Mystic, Conn.*	26 Winthrop
Stone, Charles Westlund	*Belmont, Mass.*	1 Appleton
Suvalle, Michael Ralph	*Newton Centre, Mass.*	13 Maine
Swain, Robert Earl	*Hingham, Mass.*	17 Hyde
Taylor, Frank Jones	*Reno, Nev.*	18 Hyde
Teeter, Robert Morris	*Berkeley Heights, N. J.*	4 Appleton
Titlow, Joseph David	*Tacoma, Wash.*	13 Appleton
Tonge, Frank James	*Onset, Mass.*	26 Maine
Vachon, Wilferd Boyce	*Brunswick*	6 Richards Dr.
Van Arsdale, John Cornelius, Jr.	*Provincetown, Mass.*	30 Winthrop
Viens, Maurice Roger	*South Portland*	19 Maine
Vumbacco, Joseph Vincent	*Meriden, Conn.*	8 Winthrop
Wales, Stephen Wallace	*Marblehead, Mass.*	6 Winthrop
Walker, Daniel Stewart	*East Weymouth, Mass.*	18 Maine
Walston, Gregory Leonard	*Lubec*	10 Appleton
Walz, Tommy Joseph	*Bangor*	21 Hyde
Wartman, Michael Arthur	*Winnetka, Ill.*	5 Winthrop
Welch, George Dudley	*Lynnfield, Mass.*	31 Coleman
Wheeler, Harvey Bernard	*Falmouth*	28 Appleton
Whitney, Byron Van	*Bangor*	30 Winthrop
Wieners, William August	*Rockport*	17 Maine
Wilkinson, David Thomas	*Weston, Mass.*	20 Maine
Willscher, Max Kurt	*Waltham, Mass.*	15 Hyde
Withe, Jeffrey Carl	*Burlington, Conn.*	19 Winthrop
Witschonke, Richard Beyer	*Noroton, Conn.*	15 Maine

Fall 1963 Semester

SPECIAL STUDENTS

*Asplund, Erik Johan	*Lidingo, Sweden*	ΣΝ House
Baker, Charles B., Jr.	*Cundy's Harbor*	Cundy's Harbor
*Björnsson, Fridgeir	*Adaldal, S-Thing., Iceland*	ΚΣ House
*Chang, Ji Hong	*Seoul, Korea*	ΒΘΠ House
*del Bosco, Pietro Beneventano	*Siracusa, Italy*	ΑΔΦ House
Gundara, Pardeep Singh	*Nairobi, Kenya, B. East Africa*	ΑΔΦ House
*Hede, Hans Johan Edvard	*Stockholm, Sweden*	ΨΥ House
*Hua, Kuo-Chu	*Taipei, Taiwan, Free China*	ΔΣ House
McCarthy, Gladstone, Jr.	*Flushing, N. Y.*	32 Coleman

*Ohishi, Hiroshi	*Tokyo, Japan*	ΑΡΥ House
*Ramos, Carlos Manuel	*San José, Costa Rica*	ΖΨ House
Schumacher, John Floyd	*Newcastle*	Mills Rd., Newcastle
*Somaini, Carlos Fernando	*Cordoba, Argentina*	ΔΚΕ House
*Sorensen, Arnfinn Meyer	*Ersfjord i Senja, Norway*	ΦΔΨ House
*Tong, Sang Il	*Tokyo, Japan*	ΘΔΧ House
Trapp, John Christopher	*Brunswick*	Pleasant Hill Rd.

Students whose names are marked by an asterisk are "Special Students" attending Bowdoin under the terms of the "Bowdoin Plan." The "Bowdoin Plan" is described on pages 186-187.

Candidates for the Master of Arts Degree

in the 1963-1964 Academic Year Institute in Mathematics supported by the National Science Foundation

Anderson, Bruce Larry	*Excelsior, Minn.*	6 Boody St.
Blackham, Samuel Max	*Duchesne, Utah*	"Lundefjord," Prince's Point Rd.
Cocks, Orrin Giddings	*W. Richfield, Ohio*	18 Garden Lane
Cornell, Robert Hill	*Framingham, Mass.*	R.F.D. 1, South Harpswell
Daywalt, Ralph Edward	*Paramus, N. J.*	6 Boody St.
Kronquist, Wayne Wesley	*Elgin, Ill.*	"Lundefjord," Prince's Point Rd.
Mainville, Waldeck Ernest, Jr.	*Farmingdale, L. I., N. Y.*	R-3 Brunswick Apts.
Scott, Wayne Richard	*Grandville, Mich.*	5 Potter St.
Shaw, Alexander Robertson	*Montreal, Quebec, Canada*	14 Justamere Rd.
Wignot, Robert Lawrence	*Pittsburg, Calif.*	10 Water St.

The Academic Year Institute in Mathematics is described on page 181.

Students Enrolled at Massachusetts Institute of Technology under The Bowdoin-M.I.T. Two-Degree Plan

Ayora, Alfredo Alberto
Cary, George Foster, III

Student Enrolled at Columbia University under The Bowdoin-Columbia School of Engineering Combined Plan

Bricker, Burton Dennis

Enrollment by Classes and by States

Fall 1963 Semester

Numerical Summary of Students

Class of 1967	206
Class of 1966	204
Class of 1965	169
Class of 1964	183
Class of 1963	12
Class of 1962	2
Class of 1961	1
Class of 1959	2
Class of 1958	1
Specials	16
Candidates for A.M. Degree in NSF Academic Year Institute	10
	806

Geographical Distribution

Massachusetts	257
Maine	185
New York	78
Connecticut	70
New Jersey	41
Pennsylvania	26
Rhode Island	22
New Hampshire	19
Virginia	14
Illinois	12
Ohio	11
Delaware	8
Michigan	7
Vermont	6
California	5
Wisconsin	4
Minnesota	3
District of Columbia	2
Florida	2
Georgia	1
Hawaii	1
Indiana	1
Maryland	1
Missouri	1
Nevada	1
North Carolina	1
Oregon	1
Texas	1
Utah	1
Washington	1
West Virginia	1
Wyoming	1
Puerto Rico	1
Virgin Islands	1
Foreign Countries:	
Argentina	1
Bechuanaland	1

Canada	3	Japan	2
Costa Rica	1	Kenya	1
Egypt	1	Korea	1
Free China	1	Nigeria	2
Iceland	1	Norway	1
Italy	1	Sweden	2
			806

The following students, whose names do not appear in the Directory of Students in the Catalogue for 1962-1963, attended Bowdoin during the Spring 1963 Semester:

Daniel Joseph Cohen '62	*Wilmington, Del.*
Myron Gerald Drewniak (Special)	*Lisbon Falls*
Steven Roger Erlich '63	*Swampscott, Mass.*
Peter Thompson Foss '64	*Portland*

For Reference

Not to be taken from this room